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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** | | | | | |
| **Week of:**  **Dec 2- Dec 6** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT demonstrate composition of an informational text by using relevant details and inferences in their Google slides.  **LO:**  SWBAT create slides identifying and defining a phobia while identifying relevant supporting details.  **Learning Target:**  I can support my claim(s) with reasons and evidence. | **CO:**  SWBAT introduce a topic by creating a Google slideshow of their selected phobia and show organization of their ideas.  **LO:**  SWBAT write and organize information in complete *sentences* and include relevant details in a Google slideshow.  **Learning Target:**  I can support my claim(s) with reasons and evidence. | **CO:**  SWBAT introduce a topic by creating a Google slideshow of their selected phobia and show organization of their ideas.  **LO:**  SWBAT write and organize information in complete *sentences* and include relevant details in a Google slideshow.  **Learning Target:**  I can support my claim(s) with reasons and evidence. | **CO:**  SWBAT present information about a specific phobia in a clear, cohesive manner through Google slides.  **LO:**  SWBAT speak clearly to present a phobia to the class from their Google slide presentation.  **Learning Target:**  I can speak clearly to an audience. | **CO:**  SWBAT present information about a specific phobia in a clear, cohesive manner through Google slides.  **LO:**  SWBAT speak clearly to present a phobia to the class from their Google slide presentation.  **Learning Target:**  I can speak clearly to an audience. |
| **Weekly Vocabulary**  **Target Vocabulary: phobia**  **Academic Vocabulary: transitions, relevant, supporting, identify** | | | | | |
| **In class today:** | -students will continue to make a Google slideshow to share their expository text on phobias  -individual support as needed | -students will continue to make a Google slideshow to share their expository text on phobias  -individual support as needed | -students will continue to make a Google slideshow to share their expository text on phobias  -individual support as needed | -Students will present their own Phobia slide show to their peers  -students will use active listening | -Students will present their own Phobia slide show to their peers  -students will use active listening |
| **Instructional**  **Outcome:** | Students final slideshow will be graded on FCAs:  -5 complete slides  -relevant supporting details  -6th grade writing skills | Students final slideshow will be graded on FCAs:  -5 complete slides  -relevant supporting details  -6th grade writing skills | Students final slideshow will be graded on FCAs:  -5 complete slides  -relevant supporting details  -6th grade writing skills | Students final slideshow will be graded on FCAs:- 5 complete slides  -relevant supporting details  -6th grade writing skills | Students final slideshow will be graded on FCAs:- 5 complete slides  -relevant supporting details  -6th grade writing skills |
| **CCS Covered and Strand** | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.W.6.2.A](http://www.corestandards.org/ELA-Literacy/W/6/2/a/) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | [CCSS.ELA-LITERACY.SL.6.4](http://www.corestandards.org/ELA-Literacy/SL/6/4/) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |

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| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. |

***\*Lesson Plans are subject to change at the discretion of the teacher.\****