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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans******\*Lesson Plans are subject to change at the discretion of the teacher.\**** |
| **Week of:****Dec 9- Dec 13** | **Monday**  | **Tuesday** | **Wednesday****½ Day** | **Thursday** | **Friday** |
| **Objectives:** | NWEA Testing | NWEA Testing | **CO:**SWBAT write short paragraphs using different types of sentences and proper punctuation with the Emoji Generator.**LO:**SWBAT write a paragraph that is organized and coherent.**Learning Target:**I can write a short paragraph correctly using punctuation, capitalization, and different types of sentences. | NWEA Testing | **CO:**SWBAT cite text evidence and use sentence stems as evidence in an informational paragraph.**LO:**SWBAT cite evidence in writing byusing sentence stems from the bulletin board or sheet.**Learning Target:**I can cite evidence from text to support my analysis. |
| **Weekly Vocabulary****Academic Vocabulary:** cite textual evidence, complete sentence, run-on, transitions |
| **In class today:** | NWEA Testing | NWEA Testing | Use Emoji Generator and Socrative to write short paragraphsStudents practice  | NWEA Testing | Students will write an informational paragraph and cite textual evidence correctly through the use of sentence stems: candy canes |
| **Instructional****Outcome:** | Students will complete Run on Sentence Activitiy on Study Island and score a C- or above | Exit ticket: correcting a run on sentence |  | Students will score a C- or above on Study Island practice | FCAs:Cite text evidenceNo run on sentencesProper Punctuation |
| **CCS Covered and Strand** | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.W.6.10](http://www.corestandards.org/ELA-Literacy/W/6/10/)Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.W.6.4](http://www.corestandards.org/ELA-Literacy/W/6/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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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.  |