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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:**  **Feb 24- Feb 28** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT explain how the plot unfolds by constructing a plot pyramid for *The Banana Tree*.  **LO:**  SWBAT extract information from *The Banana Tree* and write it inside of a graphic organizer to show understanding of plot development.  **Learning Target:**  I can describe how the plot evolves throughout a literary text. I can describe how the characters change throughout a literary text. | **CO:**  SWBAT read and comprehend grade level texts independently by completing comprehension questions.  **LO:**  SWBAT show comprehension of grade level text on a comprehension test.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT demonstrate comprehension of *There Will Come Soft Rains* through a read aloud and class discussion  **LO:**  SWBAT read *There Will Come Soft Rains* with clarity and accuracy.  **Learning Target:**  I can clearly and accurately read text. | **CO:**  SWBAT demonstrate comprehension of *There Will Come Soft Rains* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *There Will Come Soft Rains* using sentence stems from the bulletin board or sheet.  **Learning Target:**  I can cite evidence from text to support my analysis. | **CO:**  SWBAT demonstrate comprehension of *There Will Come Soft Rains* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *There Will Come Soft Rains* using sentence stems from the bulletin board or sheet.  **Learning Target:**  I can cite evidence from text to support my analysis. |
| **Weekly Vocabulary**  **Academic Vocabulary:** significant, impact, injure, dialect, dialogue  **Target Vocabulary:** repress, mock, grimace, venture, bore | | | | | |
| **In class today:** | model plot pyramid  -students use text to complete plot pyramid for *The Banana Tree* Reading Log | Comprehension Test  Homework:  Reading Log | Close Reader pgs 43-52: Read story together aloud.  Unconventional story structure  Homework:  Reading Log | Close Reader pgs 43-52:  Homework:  Reading Log | Close Reader pgs 43-52:  Homework:  Reading Log |
| **Instructional**  **Outcome:** | Exit ticket | Students will score a 70% or better on the comprehension test. | Students will read accurately and ask questions for clarification. | Students will use sentence stems when citing evidence to show comprehension. | Students will use sentence stems when citing evidence to show comprehension. |
| CCS Covered and Strand | CCSS.ELA-LITERACY RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/) By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | CCSS ELA-LITERACY RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | CCSS ELA-LITERACY RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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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 NEWSELA, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. |