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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 10- Feb 14** | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  **Spelling Bee 1:15** | **Friday** |
| **Objectives:** | **CO:**  SWBAT build comprehension of *The Banana Tree* by learning about the Caribbean and its culture.  **LO:**  SWBAT build background knowledge about the Caribbean to understand *The Banana Tree.*  **Learning Target:**  I can cite evidence from text to support my analysis. | **CO:**  SWBAT provide examples of personification by searching text or from memory.  **LO:**  SWBAT write an example of personification on an exit ticket.  **Learning Target:**  I can analyze figurative language, word relationships, and nuances in word meanings. | **CO:**  SWBAT demonstrate comprehension of *The Banana Tree* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *The Banana Tree* 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 *The Banana Tree* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *The Banana Tree* 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 *The Banana Tree* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *The Banana Tree* 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:** | Build background knowledge | Vocabulary work and practice  Intro to personification | Library Check out  Read along with the audio while scaffolding and modeling close reading | Read along with the audio while scaffolding and modeling close reading | Read along with the audio while scaffolding and modeling close reading |
| **Instructional**  **Outcome:** | Exit ticket: identify 3 things you learned and 3 things you would like to know more about in regards to the Caribbean | Exit ticket: example of personification | Students will use sentence stems when citing evidence to show comprehension. | 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 SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | CCSS ELA-LITERACY L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | 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. | 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. |