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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:****Jan 13- Jan 17** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **Sub plans**ELA Dept at CO | **CO:**SWBAT use media and text to understand tsunamis and their cause and effect.**LO:**SWBAT listen to media presentation to integrate information on tsunamis.**Learning Target:** | **CO:** SWBAT read and comprehend grade level text independently by reading as a whole group.**LO:** SWBAT read *Mammoth Shakes*  as a whole group.**Learning Target:**I can read grade-level informational texts proficiently and independently. | **CO:** SWBAT analyze and outline informational text to see how the information is organized and supports the main idea.**LO:** SWBAT write and complete an outline from the information presented in *Mammoth Shakes.* | **CO:** SWBAT analyze cause and effect relationships in Mammoth Shakes.**LO:** SWBAT write cause and effect relationships from the text after identifying them. |
| **Weekly Vocabulary****Academic Vocabulary:** cause and effect, technical language, cite, analyze**Target Vocabulary:** rupture, gauge, traumatize, antibiotic, degradation, magnitude |
| **In class today:** | **Sub plans**ELA Dept at CO | Bellwork: Grammar LogWatch video: *History* The Science of Tsunamis | Bellwork: Grammar LogAudio read aloud:*Mammoth Shakes and Monster Waves: Destruction in 12 Countries* Close Read Screencasts: modeling discuss and annotate | Bellwork: Grammar LogGrammar log due today Re-read and use headings to take notes | Bellwork: Grammar Log Fri QuizLook at cause and effect relationships in the text. |
| **Instructional****Outcome:** |  | Students will write one fact on an exit ticket from the presentation. | Students will read text with a level of accuracy using the media format as a resource. | Students will produce notes using headings from the text. | Students will write one cause and effect relationship on an exit ticket. |
| CCS Covered and Strand |  | [CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/)Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | [CCSS.ELA-LITERACY.RI.6.10](http://www.corestandards.org/ELA-Literacy/RI/6/10/)By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/)Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | [CCSS.ELA-LITERACY.RI.6.3](http://www.corestandards.org/ELA-Literacy/RI/6/3/)Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

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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.  |