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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 20-Jan24** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | No school | **CO:** SWBAT analyze cause and effect relationships in Mammoth Shakes.**LO:** SWBAT write cause and effect relationships from the text after identifying them. | **CO:**SWBAT read and comprehend grade level texts independently.**LO:**SWBAT read and comprehend grade level text silently.**Learning Target:**I can read grade-level literary texts proficiently and independently. | **CO:**SWBAT read and comprehend grade level informational text by completing a comprehension quiz.**LO:**SWBAT read and comprehend grade level text while using the book as a resource.**Learning Target:**I can read grade-level literary texts proficiently and independently. | PBIS |
| **Weekly Vocabulary****Academic Vocabulary:** cause and effect, technical language, cite, analyze**Target Vocabulary:** rupture, gauge, traumatize, antibiotic, degradation, magnitude |
| **In class today:** | **Flip Grid extra credit assigned** | Look at cause and effect relationships in the text. | Library Check-OutGo over Book Report Format | Students will complete the comprehension quiz for Mammoth Shakes and Monster Waves independently.Work on Book Report Form. | PBIS |
| **Instructional****Outcome:** |  | Students will write one cause and effect relationship on an exit ticket. | Students will identify parts of the plot and score 70% or above on their Book Report | Students will score 70% or above on comprehension test of info reading |  |
| CCS Covered and Strand |  | [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.RL.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.](http://www.corestandards.org/ELA-Literacy/RI/6/3/) 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 NEWSELA, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |