|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans***  ***\*Lesson Plans are subject to change at the discretion of the teacher.\**** | | | | | |
| **Week of:**  **Jan 27- Jan 31** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT spell grade level words correctly in a spelling bee for the ELA department.  **LO:**  SWBAT speak clearly in front of the class while spelling grade level words aloud.  **Learning Target:**  I can spell correctly. | **CO:**  SWBAT demonstrate comprehension of *Moby Duck* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *Moby Duck* using sentence stems from the bulletin board or sheet.  **Learning Target:**  I can cite evidence from text to support my analysis. | **Sub Plans** | **CO:**  SWBAT demonstrate comprehension of *Moby Duck* by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in *Moby Duck* using sentence stems from the bulletin board or sheet.  **Learning Target:**  I can cite evidence from text to support my analysis. | **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. |
| **Weekly Vocabulary**  **Academic Vocabulary:**  **Target Vocabulary:** | | | | | |
| **In class today:** | Class spelling bee  Google Slides Vocabulary Log | Read aloud *Moby Duck* from Close Reader | Library check out  Sub Plans | Bellwork:  Grammar Log  Close Reader:  *Moby Duck* pgs 37-42  Take notes/cite textual evidence | Tsunami documentary: 54 minutes  Students will watch a documentary on tsunamis and compare information from media to the text. |
| **Instructional**  **Outcome:** | Students will be able to spell grade levels words with accuracy. | Students will follow directions and use Close Reader to show progress in critical thinking of reading. | Sub Plans | Students will follow directions and use Close Reader to show progress in critical thinking of reading. | Exit Ticket: Compare Media to Text |
| CCS Covered and Strand | CCSS.ELA-LITERACY L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | [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 RI.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.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. |

|  |  |
| --- | --- |
| 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. |