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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 6- Jan 10** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT edit sentences for spelling, grammar and punctuation mistakes with the help of the teacher.  **LO:**  SWBAT identify mistakes in sentences and edit their grammar log.  **Learning Target:**  I can review and edit writing. | **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:** | Bellwork:  Grammar Log  Pass out reading logs  Vocabulary definitions  Library Checkout | Bellwork:  Grammar Log  Watch video:  *History* The Science of Tsunamis | Bellwork:  Grammar Log  Audio read aloud:  *Mammoth Shakes and Monster Waves: Destruction in 12 Countries*  Close Read Screencasts: modeling discuss and annotate | Bellwork:  Grammar Log  Grammar log due today  Re-read and use headings to take notes | Bellwork:  Grammar Log Fri Quiz  Look at cause and effect relationships in the text. |
| **Instructional**  **Outcome:** | Students will improve their ability to edit and peer review writing for grammatical errors. | 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 L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | [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. |