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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:**  **Mar 2- Mar 6** | **Monday**  **CAMP WEEK** | **Tuesday**  **CAMP WEEK** | **Wednesday**  **CAMP WEEK** | **Thursday**  **CAMP WEEK** | **Friday**  **CAMP WEEK** |
| **Objectives:** | **CO:**  SWBAT demonstrate understanding of types of sentences, grammar, spelling, and punctuation.  **LO:**  SWBAT write correct & complete sentences based on the type generated using Socrative and Random Emoji Generator.  **Learning Target:**  I can write complete sentences through the use of technology. | **CO:**  SWBAT demonstrate understanding of types of sentences, grammar, spelling, and punctuation.  **LO:**  SWBAT write correct & complete sentences based on the type generated using Socrative and Random Emoji Generator.  **Learning Target:**  I can write complete sentences through the use of technology. | **CO:**  SWBAT demonstrate understanding of types of sentences, grammar, spelling, and punctuation.  **LO:**  SWBAT write correct & complete sentences based on the type generated using Socrative and Random Emoji Generator.  **Learning Target:**  I can write complete sentences through the use of technology. | **CO:**  SWBAT demonstrate understanding of types of sentences, grammar, spelling, and punctuation.  **LO:**  SWBAT write correct & complete sentences based on the type generated using Socrative and Random Emoji Generator.  **Learning Target:**  I can write complete sentences through the use of technology. | **CO:**  SWBAT demonstrate understanding of types of sentences, grammar, spelling, and punctuation.  **LO:**  SWBAT write correct & complete sentences based on the type generated using Socrative and Random Emoji Generator.  **Learning Target:**  I can write complete sentences through the use of technology. |
| **Weekly Vocabulary**  **Target Vocabulary:** compound, declarative, interrogative, imperative, exclamatory, appositive, conjunction | | | | | |
| **In class today:** | Silent Reading & Bellwork 10 minutes  Individualized Practice: Exact Path 20 minutes  Socrative and Random Emoji Generator 30 minutes | Silent Reading & Bellwork 10 minutes  Individualized Practice: Exact Path 20 minutes  Socrative and Random Emoji Generator 30 minutes | Library check-out  Silent Reading & Bellwork 10 minutes  Individualized Practice: Exact Path 20 minutes  Socrative and Random Emoji Generator 30 minutes | Silent Reading & Bellwork 10 minutes  Individualized Practice: Exact Path 20 minutes  Socrative and Random Emoji Generator 30 minutes | Silent Reading & Bellwork 10 minutes  Individualized Practice: Exact Path 20 minutes  Socrative and Random Emoji Generator 30 minutes |
| **Instructional**  **Outcome:** | Students will score 70% or above on Exact Path individualized skill tests.  Students will be able to identify and correctly write sentences. | Students will score 70% or above on Exact Path individualized skill tests.  Students will be able to identify and correctly write sentences. | Students will score 70% or above on Exact Path individualized skill tests.  Students will be able to identify and correctly write sentences. | Students will score 70% or above on Exact Path individualized skill tests.  Students will be able to identify and correctly write sentences. | Students will score 70% or above on Exact Path individualized skill tests.  Students will be able to identify and correctly write sentences. |
| CCS Covered and Strand | [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.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | [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.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | [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.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | [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.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | [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.W.6.6](http://www.corestandards.org/ELA-Literacy/W/6/6/) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |

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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. |