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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 9 - Mar 13** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT use grade level vocabulary accurately while using the vocabulary to understand text.  **LO:**  SWBAT draw a picture representation and write a sentence using the vocabulary word to show understanding of the target vocabulary for *A Night to Remember.* | **CO:**  SWBAT demonstrate comprehension of A Night to Remember by citing text evidence.  **LO:**  SWBAT speak clearly to cite evidence in Night to Remember using sentence stems from the bulletin board or sheet.  **Learning Target:**  I can cite evidence from text to support my analysis. | **CO:**  SWBAT support analysis of what the text says explicitly as well as draw inferences from the text by citing one piece of textual evidence using the FCAs.  **LO:**  SWBAT orally state their textual evidence using shoulder partners with the following sentence stem: *Based on lines \_\_\_\_ - \_\_\_\_ of the text, I can infer that \_\_\_\_.*  **Learning Target:**  I can cite evidence from text to support my analysis. | **CO:**  SWBAT support analysis of what the text says explicitly as well as draw inferences from the text by citing one piece of textual evidence using the FCAs.  **LO:**  SWBAT state their textual evidence in writing using sentence stems: *Based on lines \_\_\_\_ - \_\_\_\_ of the text, I can infer that \_\_\_\_.*  **Learning Target:**  I can cite evidence from text to support my analysis. | **CO:**  SWBAT support analysis of what the text says explicitly as well as draw inferences from the text by citing one piece of textual evidence using the FCAs.  **LO:**  SWBAT state their textual evidence in writing using sentence stems: *Based on lines \_\_\_\_ - \_\_\_\_ of the text, I can infer that \_\_\_\_.*  **Learning Target:**  I can cite evidence from text to support my analysis. |
| **Weekly Vocabulary**  **Academic Vocabulary:** Text dependent analysis, support, analysis, cite, quote, textual evidence  **Target Vocabulary:** Titanic vocabulary | | | | | |
| **In class today:** | Bellwork:  Vocabulary practice  **Online Vocabulary notebooks** | Bellwork:  Library check-out  Build background on the Titanic: video clip  Read Titanic story  Cite evidence in article to answer comprehension questions | Bellwork:  Read Titanic story  Cite evidence in article to answer comprehension questions  Using text evidence in writing with Titanic informational piece: Night to Remember  Sentence stems provided on bulletin board and sheet. | Bellwork:  Using text evidence in writing with Titanic informational piece: Night to Remember  Review how to write a Type 3 and cite text evidence  Sentence stems provided on bulletin board and sheet. | Bellwork:  Night to Remember  Continue yesterday’s lesson to completion using sentence stems from board and sheet in writing folders. |
| **Instructional**  **Outcome:** | Students will use the vocabulary correctly in a sentence and draw a picture clue that represents the target vocabulary word correctly. | Students will use sentence stems when citing evidence to show comprehension. | Students will use sentence stems when citing evidence to show comprehension. | Students will use sentence stems when citing evidence to show comprehension. | Score 70% or better as measured by the points earned for the FCA Type 3 |
| CCS Covered and Strand | [CCSS.ELA-LITERACY.L.6.6](http://www.corestandards.org/ELA-Literacy/L/6/6/)  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | 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.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | CCSS ELA-LITERACY RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | CCSS ELA-LITERACY RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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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. |