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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:****Nov 18-- Nov 22** | **Monday**  | **Tuesday** | **Wednesday****Parent teacher conferences** | **Thursday****Parent teacher conferences** | **Friday****Parent teacher conferences/ ½ day** |
| **Objectives:** | **CO:** SWBAT read and comprehend grade level text independently by reading as a whole group *Fears and Phobias.***LO:** SWBAT read *Fears and Phobias* 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 *Fears and Phobias.* | **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 *Fears and Phobias.* | CO:SWBAT a summary of *Fears and Phobias* with the help of an outline.**LO:**SWBAT write a summary that is concise and that highlights the main ideas and key details from the text..**Learning Target:**I can write a summary that is clear, concise, and relevant. | CO:SWBAT clarify the meaning of unknown words by looking at the suffixes attached to the root word.LO: SWBAT read and comprehend unknown words by breaking words into their parts to make meaning.**Learning Target:**I can use common Greek and Latin affixes (prefixes) and roots as clues to help me determine the meaning of a word. |
| **Weekly Vocabulary****Target Vocabulary:** activate, trigger, turbulence, amygdala, immaturity**Academic Vocabulary:** inference, text features, headings, subheadings, sidebar, boldface |
| **In class today:** | -write 3 sentences using there, their, they’re correctly-students will use the textbook to read *Fears and Phobias* | Bellwork: finish introduction to new bellwork form from last weekTeacher will model how to outline informational text to find important details that develop the ideaStudents will copy and follow alongShow History Channel video clip from Collections | **-Library Checkout** BellworkTeacher will model how to outline informational text to find important details that develop the ideaStudents will copy and follow along | Bellworkreview what a summary is and how to write one-students will write a summary of the text using their outline  | -Review of prefixes and meanings-Prefix or Suffix by the Bazillions on Youtube- practice sheet  |
| **Instructional****Outcome:** | Students will use strategies to read unfamiliar text aloud. | Students will produce an outline that follows what the teacher produced and be able to identify headings & subheadings | Students will produce an outline that follows what the teacher produced and be able to identify headings & subheadings | Students will write a summary that is concise and includes the key points from the text. | Students will score 70% or above on prefix practice sheet. |
| 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 RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | CCSS.ELA-LITERACY RI.6.5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | [CCSS.ELA-LITERACY.W.6.3](http://www.corestandards.org/ELA-Literacy/W/6/3/)Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | [CCSS.ELA-LITERACY.L.6.4.B](http://www.corestandards.org/ELA-Literacy/L/6/4/b/)Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |

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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 NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |