|  |
| --- |
| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans******\*Lesson Plans are subject to change at the discretion of the teacher.\**** |
| **Week of:****Nov 25- Nov 27** | **Monday**  | **Tuesday****PD DAY** | **Wednesday****½ Day** | **Thursday****No school** | **Friday****No school** |
| **Objectives:** | **CO:**SWBAT demonstrate comprehension of grade level text by citing evidence from the text to answer questions on the assessment.**LO:**SWBAT read and answer questions on *Fears and Phobias* test using the text to answer questions.**Learning Target:**I can cite evidence from informational text to support my analysis. | **CO:**SWBAT demonstrate comprehension of grade level text by citing evidence from the text to answer questions on the assessment.**LO:**SWBAT read and answer questions on *Fears and Phobias* test using the text to answer questions.**Learning Target:**I can cite evidence from informational text to support my analysis. | **Student catch up day. What is missing? What needs to be done? Locker clean out.** | Image result for turkey clip art | Image result for black friday clipart |
| **Weekly Vocabulary****Target Vocabulary:** activate, trigger, turbulence, amygdala, immaturity**Academic Vocabulary:** inference, text features, headings, subheadings, sidebar, boldface |
| **In class today:** | - Quizizz Fears and Phobias-Assign a FlipGrid-Bellwork: picture and sentence development | -students will use the textbook & notes to complete the post –test for *Fears and Phobias* | **-Library Checkout Student catch up day. What is missing? What needs to be done? Locker clean out.** |  |   |
| **Instructional****Outcome:** | Students will score 70% or above on Quizizz for Fears and Phobias. | Students will score 70% or better on the test for *Fears and Phobias.* |  |  |  |
| **CCS Covered and Strand** | 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. |  |  |  |

|  |  |
| --- | --- |
| **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.  |