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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 4- Nov 8** | **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 *Fine?*. | **No School**  **Election Day**  **Get out and exercise your right to vote!** | **CO:**  SWBAT demonstrate comprehension of grade level text through modeling and review with the teacher in preparation for the comprehension quiz.  **LO:**  SWBAT orally answer questions about *Fine?* Through class discussion and with the use of sentence stems.  **Learning Target:**  I can cite evidence from literacy 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 *Fine?* test using the text to answer questions.  **Learning Target:**  I can cite evidence from literacy text to support my analysis. | **Half Day** |
| **Weekly Vocabulary**  **Target Vocabulary:** technician, reminisce, emphatic, conscientious  **Academic Vocabulary:** external conflict, internal conflict, point of view, suspense | | | | | |
| **In class today:** | --students will draw picture clues for the target vocabulary  -students will use the target vocabulary in a sentence  -students practice independently  Guest speaker teaching during 4th hour: Eduprotocol | **Election Day** | **-Library Checkout**  -Class discussion on Fine?  -Clarification of misconceptions  -Review of plot | -students will use the textbook to complete the post –test for *Fine?*  - Writing organizer completion | Catch up on missing work.  Create FlipGrid to review what we have learned this card marking & what we still need help with |
| **Instructional**  **Outcome:** | Students will use the vocabulary correctly in a sentence and draw a picture clue that represents the target vocabulary word correctly. | **Election Day** | Students will ask accurate questions for clarification | Students will score 11 out of 15 or better on the test for *Fine?.* | Students will reflect honestly and clearly |
| **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. | **Election Day** | CCSS ELA-LITERACY RL.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 RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Half Day** |

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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. |