|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans***  ***\*Lesson Plans are subject to change at the discretion of the teacher.\**** | | | | | |
| **Week of:**  **Nov 11- Nov 15** | **Monday** | **Tuesday**  **½ day PD** | **Wednesday** | **Thursday** | **Friday** |
| **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 *Fine?* test using the text to answer questions.  **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 post-test for the Unit 1 assessment.  **LO:**  SWBAT read and answer questions on the post-test for the Unit 1 assessment  using the text to answer questions.  **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 pre-test for the Unit 2 assessment.  **LO:**  SWBAT read and answer questions on the pre-test for the Unit 2 assessment  using the text to answer questions.  **Learning Target:**  I can cite evidence from literacy text to support my analysis. | CO:  SWBAT write their narrative from a graphic organizer to show how the plot develops.  **LO:**  SWBAT write a narrative story from a graphic organizer on a time they were afraid.  **Learning Target:**  I can organize events in an order that makes sense in my narrative. | CO:  SWBAT write their narrative from a graphic organizer to show how the plot develops.  **LO:**  SWBAT write a narrative story from a graphic organizer on a time they were afraid.  **Learning Target:**  I can organize events in an order that makes sense in my narrative. |
| **Weekly Vocabulary**  **Target Vocabulary:** technician, reminisce, emphatic, conscientious  **Academic Vocabulary:** external conflict, internal conflict, point of view, suspense | | | | | |
| **In class today:** | -students will use the textbook to complete the post –test for *Fine?* | -students will work on the post-test for Unit 1  -class will score these tests together  -data will be gathered and graphed together  -Use Socrative & Random Emojis for writing practice | **-Library Checkout**  -students will work on the pre-test for Unit 2  -class will score these tests together  -data will be gathered and graphed together  Use Socrative & Random Emojis for writing practice | -Use graphic organizer to write narrative on fear | Use graphic organizer to write narrative on fear  Find one place to include dialogue & write it properly. |
| **Instructional**  **Outcome:** | Students will score 7 out of 10 or better on the test for *Fine?.* | Students will show growth in understanding and skill level compared to the pre-test. | Students will identify skills to focus on for this coming unit. | **FCAs:**  Ideas in Order  Plot + Dialogue (1)  Complete Sentences | **FCAs:**  Ideas in Order  Plot + Dialogue (1)  Complete Sentences |
| **CCS Covered and Strand** | 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. | 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.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.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. |

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