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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 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 assessmentusing 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 assessmentusing 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 togetherUse Socrative & Random Emojis for writing practice | -Use graphic organizer to write narrative on fear | Use graphic organizer to write narrative on fearFind 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 OrderPlot + Dialogue (1)Complete Sentences | **FCAs:**Ideas in OrderPlot + 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. |

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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.  |