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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** |
| **Week of:****Oct 14- Oct 18** | **Monday**  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**SWBAT explain how the plot unfolds by constructing a plot pyramid for *The Ravine*.**LO:**SWBAT extract information from *The Ravine* and write it inside of a graphic organizer to show understanding of plot development.**Learning Target:**I can describe how the plot evolves throughout a literary text. I can describe how the characters change throughout a literary text. | CO:SWBAT understand a character and his/her traits as well as description and how characters evolve throughout a story by illustrating and listing those changes.LO:SWBAT draw characters showing understanding from the text and list traits and changes to the character throughout the story. | **CO:**SWBAT explain how the plot unfolds by constructing a plot pyramid for a short story from Reader’s Theater.**LO:**SWBAT write plot details from Reader’s Theaterinside of a graphic organizer to show understanding of plot development.**Learning Target:**I can describe how the plot evolves throughout a literary text. | **CO:**SWBAT identify the meaning of words by evaluating the relationship between words in analogies.**LO:**SWBAT identify relationships between pairs of words by analyzing the relationship between the words and completing the analogy on the provided worksheet.**Learning Target:**I can use the relationship between particular words to better understand each of the words. (analogies) | **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 *The Ravine* posttest using the text to answer questions.**Learning Target:**I can cite evidence from literacy text to support my analysis. |
| **Weekly Vocabulary****Target Vocabulary:** gnarly, rivulet, cascade, precipice**Academic Vocabulary:** evident, factor, indicate, similar, specific |
| **In class today:** | -model plot pyramid-students use text to complete plot pyramid for *The Ravine* | *-*finish character chart: show changes from beginning to end of story | ***Library Check Out*** -each table will read a different reader’s theater- each table will complete a plot pyramid based on the short story | -explain analogies-model examples-students practice independently | -students will use the textbook to complete the post –test for *The Ravine*-silent reading |
| **Instructional****Outcome:** | Formative assessment: One minute paper-what questions do you still have about plot | Students will depict characters and setting accurately scoring at least a 7/10. | Plot pyramids will be checked for understanding-elements misunderstood will be revisited | Students will get a minimum of 13/18 (72%) on the analogy activity. | Students will score 12 out of 16 or better on the post test for *The Ravine.* |
| **CCS Covered and Strand** | CCSS.ELA-LITERACY RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | CCSS.ELA-LITERACY RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | CCSS.ELA-LITERACY RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | CCSS.ELA- Language.L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | 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. |

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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.  |

***\*Lesson Plans are subject to change at the discretion of the teacher.\****