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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** | | | | | |
| **Week of:**  **Oct 7- Oct 11** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT organize text to convey ideas about phobias by constructing a 4 square organizer.  SWBAT select, read and comprehend at level texts independently.  **LO:**  SWBAT write facts and information about a phobia in a graphic organizer about phobias.  SWBAT read grade level text silently and orally.  **Learning Target:**  I can group supporting facts together about a topic in an informative/explanatory text.  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT read and comprehend grade level text independently by silent reading and previewing the anchor text, *The Ravine*.  **LO:**  SWBAT read *The Ravine* silently and demonstrate comprehension while responding to comprehension questions on a pre-test.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT understand and comprehend grade level text by listening to audio of the anchor text, *The Ravine*, and participating in class discussion.  **LO:**  SWBAT listen to *The Ravine* on audio and demonstrate comprehension while responding to comprehension questions orally through the use of sentence stems that are posted on the *Prove It* bulletin board.  **Learning Target:**  I can participate in discussion using full sentences after listening to the story, *The Ravine*. | **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 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. |
| **Weekly Vocabulary**  **Target Vocabulary:** gnarly, rivulet, cascade, precipice  **Academic Vocabulary:** evident, factor, indicate, similar, specific | | | | | |
| **In class today:** | -Finish phobia graphic organizer from 9-14: example of phobia and wrap-up. | -Students silently read to self  -Students independently complete pre-test for *Ravine* | ***Library Check Out***  -listen to audio of *The Ravine* online  -whole group discussion  -answer in complete sentences using stems on Prove It board | -explain analogies  -model examples  -students practice independently | -model plot pyramid  -students use text to complete plot pyramid for *The Ravine* |
| **Instructional**  **Outcome:** | Graphic organizer will be complete with topic, 3 main ideas with 3 supporting details, and a wrap up sentence. | Students will use this pre-test as baseline data to compare to post-test. Successful post-test will be 70% or above. | Formative assessment: Teacher will record if students are answering in complete sentences and redirect if students are not. | Students will get a minimum of 13/18 (72%) on the analogy activity. | Formative assessment: One minute paper-what questions do you still have about plot |
| **CCS Covered and Strand** | CCSS.ELA-  LITERACY W.6.2.  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | [CCSS.ELA-LITERACY.RL.6.10](http://www.corestandards.org/ELA-Literacy/RL/6/10/)  By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | 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.6.3. 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. |

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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.\****