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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:**  **Oct 28-Nov 1** | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  **Half Day** | **Friday** |
| **Objectives:** | **CO:**  SWBAT understand and comprehend grade level text by listening to audio of the anchor text, *Fine?*, and participating in class discussion.  **LO:**  SWBAT listen to *Fine?* 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, *Fine?*. | **CO:**  SWBAT explain how the plot unfolds by constructing a plot pyramid for *Fine?*  **LO:**  SWBAT extract information from *Fine?* 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. | **CO:**  SWBAT explain how the plot unfolds by constructing a plot pyramid for *Fine?*  **LO:**  SWBAT extract information from *Fine?* 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. | **PBIS REWARD** | **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 *The Ravine*. |
| **Weekly Vocabulary**  **Target Vocabulary:** technician, reminisce, emphatic, conscientious  **Academic Vocabulary:** external conflict, internal conflict, point of view, suspense | | | | | |
| **In class today:** | - listen to audio of *Fine?* Online  -whole group discussion  -answer in complete sentences using stems on Prove It board | -model plot pyramid  -students use text to complete plot pyramid for *Fine?* | -Go through plot to see how suspense builds throughout the story  -TPT suspense activity  -Graphic organizer for narrative story | **PBIS REWARD** | --students will draw picture clues for the target vocabulary  -students will use the target vocabulary in a sentence  -students practice independently |
| **Instructional**  **Outcome:** | Formative assessment: Teacher will record if students are answering in complete sentences and redirect if students are not. | Plot pyramid check for accuracy | Formative assessment: One minute paper-when have you seen/felt suspense in a movie of book | **PBIS REWARD** | Students will use the vocabulary correctly in a sentence and draw a picture clue that represents the target vocabulary word correctly. |
| **CCS Covered and Strand** | [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.6.3. 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. | **PBIS REWARD** | [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. |

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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. |