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| ***Ms. Michelle Kirk 6th Grade ELA Lesson Plans*** | | | | | |
| **Week of:**  **Sept 30—Oct 4** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objectives:** | **CO:**  SWBAT analyze data to self-assess the skills needed to read at grade level both individually and collectively.  **LO:**  SWBAT orally explain the reading skill that he/she needs to focus on to become a fluent reader.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT summarize their novel and explain the setting of the novel for their book report.  **LO:**  SWBAT identify and write the name of the author, title and summarize their novel on their book report form.  **Learning Target:**   |  | | --- | | I can summarize a literary text using only information from the text. | | **CO:**  SWBAT create a FlipGrid to introduce themselves and create Book Snaps to show reading comprehension.  **LO:**  SWBAT speak clearly while they create their Book Snap of their first novel.  **Learning Target:**  I can read grade-level literary texts proficiently and independently. | **CO:**  SWBAT identify the characters and their character traits and recognize their importance to the story.  **LO:**  SWBAT identify and write the names of the characters and their character traits on their book report form.  **Learning Target:**   |  | | --- | | I can describe how the characters change throughout a literary text. |  |  | | --- | |  | | **CO:**  SWBAT identify the parts of the plot in their novel and recognize them as the main events of the story.  **LO:**  SWBAT write the main events of their novel on their book report form.  **Learning Target:**   |  | | --- | | I can describe how the plot evolves throughout a literary text. | |
| **Weekly Vocabulary**  **Target Vocabulary:**  **Academic Vocabulary: Exposition, Character Traits, Data, Setting** | | | | | |
| **In class today:** | -Bellwork  -Create data logs/portfolios  -Log data  STAR  NWEA  Pre-test  -Analyze individual an class data **(Data Walks)** | -Bellwork  Start *book report*  -Author  -Title  -Intro Exposition | -Bellwork  **Book Snaps with Anthony coaching**  -Download Flipgrid  -Introduction  -What is a Book Snap  -Create | -Bellwork  *Book Report* cont.:  -IntroCharacters -Character Traits | -Bellwork  -*Book report* cont:  -Intro parts of the plot  -Editing and Teacher edit of book report thus far (Author, Title, Exposition, Setting, Characters, and Plot |
| **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.6.2](http://www.corestandards.org/ELA-Literacy/RL/6/2/) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | [CCSS.ELA-LITERACY.SL.6.5](http://www.corestandards.org/ELA-Literacy/SL/6/5/) Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | [CCSS.ELA-LITERACY.RL.6.3](http://www.corestandards.org/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](http://www.corestandards.org/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.\****