|  |
| --- |
| ***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 dataSTARNWEAPre-test-Analyze individual an class data **(Data Walks)** | -BellworkStart *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. |

|  |  |
| --- | --- |
| **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.\****