NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 8/19-8/23/2024

| UNIT QUESTION(if applicable): Testing Our Limits |
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|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can use context clues to figure out the connotation or denotation of vocabulary words. I can sort words based on descriptive language.  | I can use context clues to figure out the connotation or denotation of vocabulary words. I can cite evidence and answer questions about descriptive language.  | I can determine the figurative language of multiple phrases. I can use imagery and descriptive language to sort words based on the five senses.  | I can determine the figurative language of multiple phrases. I can use imagery and descriptive language to sort words based on the five senses. I can also write a paragraph using descriptive language.  | I can determine the figurative language of multiple phrases. I can write a narrative and check my work based on a checklist.  |
| **KEY VOCABULARY** | Connotations/DenotationsDescriptive LanguageFigurative LanguageSensory Details  | Connotations/DenotationDescriptive LanguageFigurative LanguageSensory Details Imagery | Descriptive LanguageFigurative LanguageSensory Details Imagery | Descriptive LanguageFigurative LanguageSensory Details Imagery | Descriptive LanguageFigurative LanguageSensory Details Imagery |
| **ACTIVATING STRATEGY***(Before)**Bell Ringers/ Warm Up* | Bellringer: ACAP Vocabulary on Connotations and Denotations | Bellringer: ACAP Vocabulary on Connotations and Denotations | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language |
| **Strategies used to Implement Lesson /Marzano Strategies****(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Students will watch a video on descriptive writing/language. <https://www.youtube.com/watch?v=DQpIG_M_I-A&t=123s>Students will then work with a partner to sort words based on description and the five senses.  | I will go over descriptive language with students. Students will read aloud with a partner certain paragraphs from Hatchet. Students will answer questions about descriptive language. | I will review descriptive language and talk about imagery and how it is related to descriptive language. Students will read a passage from Hatchet and sort the words based on the five senses.  | I will review descriptive language and talk about imagery and how it is related to descriptive language. Students will read a passage from Hatchet and determine which words should be sorted with the five senses. Students will then use imagery and descriptive language to complete a paragraph.  | Students will choose an image and act like they are the main character, Brian, of Hatchet. Students will then describe what their character does. Students must also include descriptive language based on the five senses. Students will type up their answers in Google Classroom.  |
| **SUMMARIZING EXIT SLIP** *(After)* | I will review the descriptive language questions with students. If time permits, students will write a descriptive paragraph. H.W. Connotations/Denotations in Google Classroom | I will review the descriptive language questions with students. H.W. Connotations/Denotations in Google Classroom | I will review the imagery questions with students. H.W. figurative language in Google Classroom | I will review the imagery questions with students. H.W. figurative language in Google Classroom | Students will use a rubric/checklist to help with their writing. **The writing prompt will be taken for a daily grade.****H.W. is due for a cumulative daily grade** |
| **ACOS****STANDARDS** | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA 21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.ELA21.6.7a Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.ELA21.6.7b Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.ELA21.6.19 Demonstrate command of standard English grammar, usage, and mechanics when writing. | ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, 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| **MATERIALS USED** | pencils and worksheet on descriptive language | pencils and worksheet on descriptive language | pencils and worksheet on imagery | pencils and worksheet on imagery | chromebooks and writing checklist  |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):**ELA21.6.R1 Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.ELA21.6.R2 Use context clues to determine meanings of unfamiliar spoken or written words.ELA21.6.1 Identify and explain an author’s rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.ELA21.6.4 Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.ELA 21.6.7 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.ELA21.6.7a Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details.ELA21.6.7b Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.ELA21.6.19 Demonstrate command of standard English grammar, usage, and mechanics when writing. |
| **Technology Used: chromebooks, Smartboard**  | **In Class****Supplementary Materials Used: Youtube Video** [What is Descriptive writing?](https://www.youtube.com/watch?v=DQpIG_M_I-A&t=123s)**Alabama ACAP Success: Grade 6 English Language Arts Book by the American Book Company (2022) Chapter 1 will be used as a bellringer for vocabulary practice****Words that Have Sense by English Worksheets Land (MONDAY)** [**https://www.englishworksheetsland.com/topics/descriptivewriting/5SenseWord2.pdf**](https://www.englishworksheetsland.com/topics/descriptivewriting/5SenseWord2.pdf)**Teacher Pay Teachers Hatchet Novel Study: vocabulary, comprehension quizzes, writing, activities by Gay Miller Hatchet (TUESDAY)** [**https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795**](https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795) **Pages 185-186****Teacher Pay Teachers Hatchet Novel Study: vocabulary, comprehension quizzes, writing, activities by Gay Miller Hatchet (Wednesday)** [**https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795**](https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795)**Page 187****Teacher Pay Teachers Hatchet Novel Study: vocabulary, comprehension quizzes, writing, activities by Gay Miller Hatchet (Thursday)** [**https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795**](https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795)**Pages 188-189****Teacher Pay Teachers Hatchet Novel Study: vocabulary, comprehension quizzes, writing, activities by Gay Miller Hatchet (Friday)** [**https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795**](https://www.teacherspayteachers.com/Product/Hatchet-Novel-Study-vocabulary-comprehension-quizzes-writing-activities-3431795)**Pages 190-198****Homework****Monday and Tuesday Connotation and Denotation Worksheet by 15 Worksheets** [**https://15worksheets.com/worksheet/connotation-and-denotation-1/**](https://15worksheets.com/worksheet/connotation-and-denotation-1/)**Wednesday and Thursday Figurative Language Worksheet Grade 6 by EReading Worksheets** [**https://www.ereadingworksheets.com/figurative-language-worksheets/figurative-language-worksheet-06.pdf**](https://www.ereadingworksheets.com/figurative-language-worksheets/figurative-language-worksheet-06.pdf) |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔Additional Time, ✔EL Strategies, Language Modifications,  Compacting the Subject (gifted), ✔Less Repetition (gifted), Alternative Assessment, Other: X |