NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: September 16-20th

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| UNIT QUESTION(if applicable): | | | | | |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can write a narrative from the perspective of an animal. I can incorporate figurative language and imagery into my narrative writing. | I can write a narrative from the perspective of an animal. I can incorporate figurative language and imagery into my narrative writing. | I can sequence events by using evidence from texts. I can use context clues to figure out the meaning of unknown words. | I can sequence events by using evidence from texts. I can use context clues to figure out the meaning of unknown words. | I can use evidence from my passage to answer questions about vocabulary. I can use context clues to figure out the meanings of unknown words. |
| **KEY VOCABULARY** | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imagery (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imagery (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Sequencing  Context Clues | Sequencing  Context Clues | Vocabulary Test  Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imagery (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching  Context Clues  Humble  Digress  Seniority  Bubbly  Fumble |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | Bellringer: ACAP Practice on Evidence, Inference, and Conclusions | Bellringer: ACAP Practice on Evidence, Inference, and Conclusions | Bellringer: ACAP Practice on Evidence, Inference, and Conclusions | Bellringer: ACAP Practice on Evidence, Inference, and Conclusions | Bellringer: ACAP Practice on Evidence, Inference, and Conclusions |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Students will continue writing their narratives from the perspective of an animal.  Students will type out their narrative from the perspective of their animal.  Students must incorporate imagery (five senses) and figurative language from their charts. | Students will finish writing their narratives from the perspective of an animal.  Students will peer edit each other using a rubric and make suggestions on what things could be improved.  If students finish early, they can work on ACAP practice in IXL. | Students will work on two worksheets on sequence of events. Students will read a story on each worksheet and determine when the events happened and in what order.  Students will then work on a worksheet in which they use context clues to determine the meaning of the words. | Students will work on two worksheets on sequence of events. Students will read a story on each worksheet and determine when the events happened and in what order.  Students will then work on a worksheet in which they use context clues to determine the meaning of the words  Context Clues Worksheet will be taken for a daily grade. | Vocabulary Test on all vocabulary learned throughout the nine weeks, from the story Eleven, Hatchet, and Narrative Writing. Students will be given a study guide on Monday. |
| **SUMMARIZING EXIT SLIP** *(After)* | Students will check their writing using a rubric | Students will turn in their narratives for a daily grade.  This is a continuation of last week due to the field trip and Parent Report Day | I will review over the worksheets. Students will swap papers and check each other’s answers.    If students finish early, they can work on ACAP practice in IXL, work on homework, or study for their vocabulary test on Friday. | I will review over the worksheets. Students will swap papers and check each other's answers.  If students finish early, they can work on ACAP practice in IXL, work on homework, or study for their vocabulary test on Friday. | If students finish early, they can work on ACAP practice in IXL.  Homework 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.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.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.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry.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.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.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.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry.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.ELA21.6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. | 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.ELA21.6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing. | 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.ELA21.6.4 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. |
| **MATERIALS USED** | pencils, composition notebooks, and chromebooks | pencils, composition notebooks, and chromebooks | pencils, composition notebooks, and chromebooks | pencils, composition notebooks, and chromebooks | pencils, composition notebooks, and chromebooks |
| **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.R4 Utilize a writing process to plan, draft, revise, edit, and publish writings in various genresELA21.6.2 Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.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.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry.ELA21.6.19 Demonstrate command of standard English grammar, usage, and mechanics when writing. | | | | | |
| **Technology Used: Smartboard and Chromebooks** | | | **Supplementary Materials Used:**  **In Class**  **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 217-234  **There’s an alien in my locker Worksheet by Easy Teacher Worksheets (Wednesday)**  [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/sequence/6.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/sequence/6.html) Condoleezza Rice, Politician and Educator Passage from Readworks (Wednesday) **Google Classroom Assignment**  **Context Clues Worksheet 1.3 by EReading Worksheets (Wednesday)**  [**https://www.ereadingworksheets.com/worksheets/reading/context-clues/context-clues-worksheet-1-3/**](https://www.ereadingworksheets.com/worksheets/reading/context-clues/context-clues-worksheet-1-3/)  **The Rough Start Sequencing Worksheet by Easy Teacher Worksheets (Thursday)**  [**https://www.easyteacherworksheets.com/pages/pdf/languagearts/sequence/10.html**](https://www.easyteacherworksheets.com/pages/pdf/languagearts/sequence/10.html)  **Snake, Rattle, and Roll Passage from Readworks (Thursday)**  **Google Classroom Assignment**  **Context Clues Worksheet 1.4 by EReading Worksheets (Thursday)**  [**https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-4.pdf**](https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-4.pdf)  **ACAP Bellringer Questions taken from Alabama ACAP Success by the American Book Company**  **Homework:**  **Context Clues Worksheet 1.5 by EReading Worksheets (Due Friday)**  [**https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-5.pdf**](https://www.ereadingworksheets.com/reading-worksheets/context-clues/context-clues-worksheet-1-5.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 | | | | | |