NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 10/28-11/1/2024

| UNIT QUESTION(if applicable): | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can identify the connotation and denotation of words.  I can read a passage and identify and label the different elements of a story.  I can find the meanings of unknown words by using context clues. | I can identify the connotation and denotation of words.  I can read a passage and identify and label the different elements of a story.  I can find the meanings of unknown words by using context clues. | I can identify the connotation and denotation of words.  I can read a passage and identify and label the different elements of a story.  I can find the meanings of unknown words by using context clues. | I can identify the connotation and denotation of words.  I can read a passage and identify and label the different elements of a story.  I can find the meanings of unknown words by using context clues. | I can identify the connotation and denotation of words.  I can read a passage and identify and label the different elements of a story.  I can find the meanings of unknown words by using context clues. |
| **KEY VOCABULARY** | Connotation and Denotation  Comprehension  Context Clues  Author’s Purpose  Genre  Point of View  Summarizing  Setting  Conflict  Rising Action  Climax  Resolution  Summarizing | Connotation and Denotation  Comprehension  Context Clues  Author’s Purpose  Genre  Point of View  Summarizing  Setting  Conflict  Rising Action  Climax  Resolution  Summarizing | Connotation and Denotation  Comprehension  Context Clues  Author’s Purpose  Genre  Point of View  Summarizing  Setting  Conflict  Rising Action  Climax  Resolution  Summarizing | Connotation and Denotation  Comprehension  Context Clues  Author’s Purpose  Genre  Point of View  Summarizing  Setting  Conflict  Rising Action  Climax  Resolution  Summarizing | Connotation and Denotation  Comprehension  Context Clues  Author’s Purpose  Genre  Point of View  Summarizing  Setting  Conflict  Rising Action  Climax  Resolution  Summarizing |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | ACAP Bellringer on connotation  -timed WPS on whiteboards  Students will get a study guide for their test on Friday. | ACAP Bellringer on connotation  -timed WPS on whiteboards | ACAP Bellringer on connotation  -timed WPS on whiteboards | ACAP Bellringer on connotation  -timed WPS on whiteboards | ACAP Bellringer on connotation  -timed WPS on whiteboards |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Story Structure Worksheet   * Students will work with a partner to identify the different elements of a story. | Story Structure Worksheet   * Students will work with a partner to identify the different elements of a story. | Story Structure Quiz  Will be taken for a daily grade | Halloween Reading Comprehension Passage | Test on Vocabulary and identifying elements of a story  Homework due in Google Classroom for a daily grade |
| **SUMMARIZING EXIT SLIP** *(After)* | I will review over the structure of the story.   * Students can work on homework if time permits. | I will review over the structure of the story.   * Students can work on homework if time permits. | Students will work on updating their arena in IXL.   * Students can work on homework if time permits. | I will review over the passage.   * Students can work on homework if time permits. | Students will work on updating their arena in IXL and recommended skills   * Students can work on homework if time permits. |
| **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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the 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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the 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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the 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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the 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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. |
| **MATERIALS USED** | whiteboards, markers, erasers, pencils, and worksheets | whiteboards, markers, erasers, pencils, and worksheets | Chromebooks | whiteboards, markers, erasers, pencils, and worksheets | 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.ELA21.6.1 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.ELA21.6.2 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.ELA21.6.3 Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing. | | | | | |
| **Technology Used:**  Smartboard and Chromebooks | | | **Supplementary Materials Used:**  **Monday through Friday Structure of a Story Worksheets and Quiz**  [**https://www.ereadingworksheets.com/free-reading-worksheets/story-structure/story-structure-worksheets/**](https://www.ereadingworksheets.com/free-reading-worksheets/story-structure/story-structure-worksheets/)  **Homework and Bellringers on Connotation and Denotation taken from SuperTeacher Worksheets**  [**https://www.superteacherworksheets.com/connotations.html**](https://www.superteacherworksheets.com/connotations.html) | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔Shorter Assignments, ✔ Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |