NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 10/14-10/18/2024

| UNIT QUESTION(if applicable):  |
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|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can describe relationships between characters.I can use textual evidence to support my reasoning.I can explain how the mood affects a story. I can use context clues to find the meaning of unknown words.  | I can describe relationships between characters.I can use textual evidence to support my reasoning.I can use context clues to find the meaning of unknown words.  | I can describe relationships between characters.I can use textual evidence to support my reasoning.I can use context clues to find the meaning of unknown words.  | I can use textual evidence to support my reasoning. I can compare and contrast characters.I can explain the use of voice in a story. I can use context clues to find the meanings of unknown words. | I can use textual evidence to support my reasoning. I can compare and contrast characters.I can explain the use of voice in a story. I can use context clues to find the meanings of unknown words. |
| **KEY VOCABULARY** | crotchetysullentryoutagendaassureinterestmood | crotchetysullentryoutagendaassureinterestmood | crotchetysullentryoutagendaassureinterestmood | audible imprisonedmortgageventureovershadowvoice | audible imprisonedmortgageventureovershadowvoice |
| **ACTIVATING STRATEGY***(Before)**Bell Ringers/ Warm Up* | ACAP Bellringer on comprehension-timed WPS on whiteboards | ACAP Bellringer on comprehension-timed WPS on whiteboards | ACAP Bellringer on comprehension-timed WPS on whiteboards | ACAP Bellringer on comprehension-timed WPS on whiteboards | ACAP Bellringer on comprehension-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) | Students will label their notebooks for backwards note taking-Students will read aloud with their partner pages 155-157 in their studysync books-Students will then answer text dependent questions on their text  | Students will label their notebooks for backwards note taking-Students will read aloud with their partner pages 155-157 in their studysync books-Students will then answer text dependent questions on their text  | Quiz on Walk Two Moons | Students will label their notebooks for backwards note taking-Students will read aloud with their partner pages 165-166 in their studysync books-Students will then answer text dependent questions on their text  | Students will label their notebooks for backwards note taking-Students will read aloud with their partner pages 167-168 in their studysync books-Students will then answer text dependent questions on their text  |
| **SUMMARIZING EXIT SLIP** *(After)* | I will reveal the correct answers and students will compare their answers to my answers. If students finish early, then they can work on assignments textual evidence and skill questions | I will reveal the correct answers and students will compare their answers to my answers. If students finish early, then they can work on assignments textual evidence and skill questions | -IXL- Step into the Arena diagnostic | I will reveal the correct answers and students will compare their answers to my answersIf students finish early, then they can work on assignments textual evidence and skill questions | I will reveal the correct answers and students will compare their answers to my answersIf students finish early, then they can work on assignments textual evidence and skill questions |
| **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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. | 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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. | 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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. | 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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. | 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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. |
| **MATERIALS USED** | notebooks, studysync books, pencils, whiteboards, erasers, and markers | notebooks, studysync books, pencils, whiteboards, erasers, and markers | notebooks, studysync books, pencils, whiteboards, erasers, and markers | notebooks, studysync books, pencils, whiteboards, erasers, and markers | notebooks, studysync books, pencils, whiteboards, erasers, and markers |
| **Literacy Standards Used (See the MOC for a list of content appropriate standards):** ELA 21.6.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.ELA21.6.3 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.ELA21.6.4 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.ELA21.6.8 Participate in collaborative discussions using information from a source.ELA21.6.9 Participate in collaborative discussions about literary devices and elements found in prose and poetry. |
| **Technology Used:**Chromebooks, Smartboard | **Supplementary Materials Used: LUMOS Learning ACAP Practice**[**https://www.lumoslearning.com/llwp/resources/free-math-english-worksheets/sample-worksheets.html?cur=15790&id=922947**](https://www.lumoslearning.com/llwp/resources/free-math-english-worksheets/sample-worksheets.html?cur=15790&id=922947) |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔Additional Time, ✔EL Strategies, ✔Language Modifications,  Compacting the Subject (gifted), ✔Less Repetition (gifted), Alternative Assessment, Other: X |