NAME: Lacey Folmar GRADE/SUBJECT: 6th/ELA WEEK OF: 12/2-12/6/2024

| UNIT QUESTION(if applicable): | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. | I can use context clues to determine the meanings of unfamiliar words. I can identify the point of view that is used in a passage. I can identify the main or central idea of a passage.  I can make an inference from citing evidence in a passage. I can summarize a passage. |
| **KEY VOCABULARY** | Similes  Metaphors  Argumentative Writing  stoop  impromptu  tentatively  involuntary  commence  eerie | Similes  Metaphors  Argumentative Writing  stoop  impromptu  tentatively  involuntary  commence  eerie | Similes  Metaphors  Argumentative Writing  stoop  impromptu  tentatively  involuntary  commence  eerie | Similes  Metaphors  Argumentative Writing  stoop  impromptu  tentatively  involuntary  commence  eerie | Similes  Metaphors  Argumentative Writing  stoop  impromptu  tentatively  involuntary  commence  eerie |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | ACAP Bellringer on Inference (2 minutes) | ACAP Bellringer on Inference (2 minutes) | ACAP Bellringer on Inference (2 minutes) | ACAP Bellringer on Inference (2 minutes) | ACAP Bellringer on Inference (2 minutes) |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Reading in Class: The Treasure of Lemon Brown (40 minutes) - annotating  Skills:Point of View  Vocabulary in Context  Argumentative Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Reading in Class: The Treasure of Lemon Brown (40 minutes) - annotating  Skills:Point of View  Vocabulary in Context  Argumentative Writing (35 minutes) | Grammar Worksheet on Correcting Mistakes in Paragraphs (3 minutes)  Reading in Class: The Treasure of Lemon Brown (40 minutes) - annotating  Skills:Point of View  Vocabulary in Context  Argumentative Writing (35 minutes) | Daily Grade on the Treasure of Lemon Brown in Study Sync | Daily Grade on Similes and Metaphors |
| **SUMMARIZING EXIT SLIP** *(After)* | Small Group Stations (10 minutes)  Point of View  Similes  Metaphors | Small Group Stations (10 minutes)  Point of View  Similes  Metaphors | Small Group Stations (10 minutes)  Point of View  Similes  Metaphors | IXL - Grammar Skills  IXL- Similes and Metaphors | IXL - Grammar Skills  IXL- Similes and Metaphors |
| **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.ELA21.6.4 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 languageELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.ELA21.6.16 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.ELA21.6.27 Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. | 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 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| **MATERIALS USED** | index cards, pencils, worksheets, study sync books | index cards, pencils, worksheets, study sync books | index cards, pencils, worksheets, study sync books | Chromebooks and Pencils | Chromebooks and Pencils |
| **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.ELA21.6.4 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 languageELA21.6.7c Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources.ELA21.6.11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.ELA21.6.16 Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.ELA21.6.27 Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools. | | | | | |
| **Technology Used: Smartboard and Chromebooks** | | | **Supplementary Materials Used:**  **ACAP Bellringers:** [**Quizizz - Making Inferences**](https://quizizz.com/en-us/print/5b97f9d2146d2d0019b8389b/64525e18ae84e3b58e1d2c65/6)  **Grammar Worksheets on Editing and Revising** [**Editing & Proofreading Worksheets Revising Editing Practice FAST Test Prep BEST**](https://www.teacherspayteachers.com/Product/Editing-Proofreading-Worksheets-Revising-Editing-Practice-FAST-Test-Prep-BEST-3599618)  **Annotations on The Treasure of Lemon Brown** [**"The Treasure of Lemon Brown" First Read Annotations \*STUDYSYNC\***](https://www.teacherspayteachers.com/Product/The-Treasure-of-Lemon-Brown-First-Read-Annotations-STUDYSYNC-9410071)  **Argumentative Writing** [**Common Core Text-Dependent Writing Prompt Argumentative Grade 5 | TPT**](https://www.teacherspayteachers.com/Product/Common-Core-Text-Dependent-Writing-Prompt-Argumentative-Grade-5-625850)[**Common Core Text-Dependent Writing Prompt Argumentative Grade 6 | TPT**](https://www.teacherspayteachers.com/Product/Common-Core-Text-Dependent-Writing-Prompt-Argumentative-Grade-6-623843)[**argumentative\_essay\_worksheets\_5.pdf**](https://www.matthewbarbee.com/uploads/1/6/8/9/16895428/argumentative_essay_worksheets_5.pdf)  **Similes and Metaphors** [**Simile Worksheets**](https://www.easyteacherworksheets.com/langarts/similes.html)[**https://www.k12reader.com/subject/figurative-language-worksheets/simile-worksheets/**](https://www.k12reader.com/subject/figurative-language-worksheets/simile-worksheets/) | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |