NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 9/9-9/13/2024

| UNIT QUESTION(if applicable): Testing Our Limits | | | | | |
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|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can 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 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 write a narrative from the perspective of an animal. I can incorporate figurative language and imagery into my narrative writing. |
| **KEY VOCABULARY** | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imager (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imager (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imager (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imager (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching | Figurative Language:  Metaphor  Personification  Simile  Alliteration  Onomatopoeia  Hyperbole  Repetition  Imager (5 senses):  Taste  Smell  Hearing  Seeing  Feeling or Touching |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | Bellringer: ACAP Vocabulary on Figurative Language | Bellringer: ACAP Vocabulary on Figurative Language | 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 begin writing their narratives from the perspective of an animal.  Students will be given one of the following animals: bear, porcupine, turtle, ruffed grouse, skunk, moose, wolf, and rabbit.  Students will read facts about their animals and fill in an imagery chart based on the five senses.  I will provide examples of imagery for each animal and narrative for each animal. | Students will continue writing their narratives from the perspective of an animal.  Students will fill in a figurative language chart that they will use to help write their narratives.  I will provide examples of figurative language and how figurative language can be used for each animal. | 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.  If students finish early, they can work on ACAP practice in IXL. | 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.  If students finish early, they can work on ACAP practice in IXL. | 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. |
| **SUMMARIZING EXIT SLIP** *(After)* | Students will write five sentences describing the five senses of their animal. | Students will write three examples of figurative language and how they are going to use the examples in their narratives. | Students will check their writing using a rubric. | Students will check their writing using a rubric. | Students will turn in their narratives for a 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 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| **MATERIALS USED** | pencils, notebooks, worksheets | pencils, notebooks, worksheets | pencils, notebooks, worksheets, chromebooks | pencils, notebooks, worksheets, chromebooks | pencils, notebooks, 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.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. | | | | | |
| **Technology Used:**  Smartboard and Chromebooks | | | **Supplementary Materials Used:**  **In Class**  **6th grade Figurative Words and Phrases Worksheet by Lumos Learning (Bellringer)**  <https://www.lumoslearning.com/llwp/resources/free-math-english-worksheets/sample-worksheets.html?cur=11392&id=610557>  **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  **Homework**  **Narrative Writing Worksheet called Don’t Tell. Show! by EReading Worksheets**  <https://www.ereadingworksheets.com/writing-worksheets/showing-not-telling-narrative-worksheet.pdf>  (Questions 1-10) | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔Shorter Assignments, Additional Time, ✔EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |