NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: September 23-27th

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| UNIT QUESTION(if applicable): | | | | | |
|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION**  **Learning Targets**  *“I can …”* | I can find the main idea and details in a story. I can summarize a story. | I can find the main idea and details in a story. I can summarize a story. | I can understand the relationships between characters. I can use inferencing and evidence to justify a character’s decision. | I can understand the relationships between characters. I can use inferencing and evidence to justify a character’s decision. | I can understand the relationships between characters. I can use inferencing and evidence to justify a character’s decision. |
| **KEY VOCABULARY** | ACAP Bellringer on Context Clues | ACAP Bellringer on Context Clues | ACAP Bellringer on Context Clues | ACAP Bellringer on Context Clues | ACAP Bellringer on Context Clues |
| **ACTIVATING STRATEGY**  *(Before)*  *Bell Ringers/ Warm Up* | Main idea  Details  Context Clues | Main idea  Details  Context Clues | Character Relationships  Inferencing  Text Evidence  Context Clues | Character Relationships  Inferencing  Text Evidence  Context Clues | Character Relationships  Inferencing  Text Evidence  Context Clues |
| **Strategies used to Implement Lesson /Marzano Strategies**  **(**examples: think-pair-share on World War II, carousel brainstorm on cells, notes on decimals) | Students will read a passage on main idea and details. Students will answer questions about their text. | Students will read a passage on main idea and details. Students will answer questions about their text.  Passage will be taken for a daily grade. | Students will read a passage and evaluate the different dynamics between characters. Students will answer questions about the relationships between characters. | Students will read a passage and evaluate the different dynamics between characters. Students will answer questions about the relationships between characters.  Passage will be taken for a daily grade. | Students will read a passage and evaluate the different dynamics between characters. Students will answer questions about the relationships between characters. |
| **SUMMARIZING EXIT SLIP** *(After)* | Students will summarize their story.  Students will work on Main Idea task cards in google classroom.  If students finish early, they will work on ACAP practice in IXL.  Students will complete makeup work. | Students will summarize three main ideas on the ereading worksheets.  If students finish early, they will work on ACAP practice in IXL.  Students will complete makeup work. | Students will justify their reasoning by answering one question about the relationships between characters.  If students finish early, they will work on ACAP practice in IXL.  Students will complete makeup work. | Students will justify their reasoning by answering one question about the relationships between characters.  If students finish early, they will work on ACAP practice in IXL.  Students will complete makeup work. | Students will justify their reasoning by answering one question about the relationships between characters.  If students finish early, they will work on ACAP practice in IXL.  Students will complete makeup work. |
| **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.  ELA21.6.3 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.  ELA21.6.3 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.  ELA21.6.3 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.  ELA21.6.3 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.  ELA21.6.3 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** | Composition notebooks, pencils, worksheets, and Chromebooks | Composition notebooks, pencils, Chromebooks | Composition notebooks, pencils, worksheets | Composition notebooks, pencils, Chromebooks | Composition notebooks, pencils, worksheets |
| **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.  ELA21.6.3 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** Finding the Main Idea 20,000 Leagues Under the Sea Worksheet by K12 Reader  <https://www.k12reader.com/worksheet/find-the-main-idea-20000-leagues-under-the-sea/view/>  **Tuesday** Meet Stevie Common Lit Passage combined with Finding the Main Idea Worksheet by EReading Worksheets for a daily grade <https://www.ereadingworksheets.com/worksheets/reading/main-idea/main-idea-worksheet-02/#google_vignette>  **Wednesday** Taco Head Passage on Analyzing Characters by Common Lit  **Thursday** Letters Passage on Analyzing Characters by Common Lit  **Friday** Hide and Seek Passage on Analyzing Characters by Common Lit  **ACAP Bellringer** <https://www.helpteaching.com/questions/Context_Clues/Grade_6>  **Homework:** Main Idea Task Cards About Soccer Challenge by MyPaths in Google Classroom | | |
| **ACCOMMODATIONS:** ✔ Retake Tests, Preferential Seating, ✔ Shorter Assignments, ✔ Additional Time, EL Strategies, ✔ Language Modifications,  Compacting the Subject (gifted), ✔ Less Repetition (gifted), Alternative Assessment, Other: X | | | | | |