NAME: Lacey Folmar GRADE/SUBJECT: 6th/Writing Enrichment WEEK OF: 11/4-11/8/2024

| UNIT QUESTION(if applicable):  |
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|  | ***MONDAY*** | ***TUESDAY*** | ***WEDNESDAY*** | ***THURSDAY*** | ***FRIDAY*** |
| **ESSENTIAL QUESTION****Learning Targets***“I can …”* | I can identify the type of figurative language that is used in writing.I can use context clues to determine the meanings of unknown words.  | I can identify the type of figurative language that is used in writing.I can use context clues to determine the meanings of unknown words.  | I can identify the type of figurative language that is used in writing.I can use context clues to determine the meanings of unknown words.  | I can identify the type of figurative language that is used in writing.I can use context clues to determine the meanings of unknown words.  | I can identify the type of figurative language that is used in writing.I can use context clues to determine the meanings of unknown words.  |
| **KEY VOCABULARY** | Figurative Language SimileMetaphorContext Clues | Figurative Language SimileMetaphorContext Clues | Figurative Language SimileMetaphorContext Clues | Figurative Language SimileMetaphorContext Clues | Figurative Language SimileMetaphorContext Clues |
| **ACTIVATING STRATEGY***(Before)**Bell Ringers/ Warm Up* | ACAP Bellringer on context clues-timed WPS on whiteboards | ACAP Bellringer on context clues-timed WPS on whiteboards | ACAP Bellringer on context clues-timed WPS on whiteboards | ACAP Bellringer on context clues-timed WPS on whiteboards | ACAP Bellringer on context clues-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) | Simile Worksheet* Students will work with a partner to identify the similes in each sentence and then write out a comparison
 | Simile Worksheet* Students will work with a partner to identify the similes in each sentence and then write out a comparison
 | Metaphor Worksheet* Students will work with a partner to identify the similes in each sentence and then write out a comparison
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 | Daily Grade on Similes and Metaphors |
| **SUMMARIZING EXIT SLIP** *(After)* | Students will come up with their own simile and write it down on a notecardIf students finish early, they can work on IXL or Homework  | Students will come up with their own simile and write it down on a notecardIf students finish early, they can work on IXL or Homework  | Students will come up with their own metaphor and write it down on a notecardIf students finish early, they can work on IXL or Homework  | Students will come up with their own metaphor and write it down on a notecardIf students finish early, they can work on IXL or Homework  | If students finish early, they can work on IXL or Homework  |
| **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.ELA21.6.4 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.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.ELA21.6.4 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.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.ELA21.6.4 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.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.ELA21.6.4 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.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.ELA21.6.4 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. |
| **MATERIALS USED** | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, worksheets | whiteboards, markers, erasers, pencils, 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.ELA21.6.4 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. |
| **Technology Used:**Smartboard and Chromebooks  | **Supplementary Materials Used:** **Monday - Tuesday** [**https://www.ereadingworksheets.com/figurative-language/figurative-language-worksheets/simile-worksheets/**](https://www.ereadingworksheets.com/figurative-language/figurative-language-worksheets/simile-worksheets/)**Wednesday - Thursday** **Taken from Teacher Pay Teacher****Bellringers and Homework**[**https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/#lvl-2**](https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/#lvl-2) |
| **ACCOMMODATIONS:** ✓Retake Tests, Preferential Seating, ✓Shorter Assignments, ✓Additional Time, EL Strategies, ✓ Language Modifications,  Compacting the Subject (gifted), ✓Less Repetition (gifted), Alternative Assessment, Other: X |