1 . .c: Language Arts- 6th Grade **Teacher:** Ms. Williams **Day/ Date: Week of 1/14/2013**

Days of the week	**Monday** **1/14/2013**	**Tuesday** **1/15/2013**	**Wednesday** **1/16/2013**	**Thursday** **1/17/2013**	**Friday** **1/18/2013**
Performance/ Learning Objective:	I will be able to predict what the text is about based off primary or secondary sources and evidence; and give accurate summary of the source distinct from prior knowledge or opinions. (6-8.RH.2)	I will determine the central ideas or information of a primary or secondary source; and give accurate summary of the source distinct from prior knowledge or opinions. (6-8.RH.2)	I will be able to determine the meaning of my vocabulary words as they are used in the text (6-8.RH.4)	I will determine the central ideas or information of a primary or secondary source; and give accurate summary of the source distinct from prior knowledge or opinions. (6-8.RH.2)	I will determine the central ideas or information of a primary or secondary source; and give accurate summary of the source distinct from prior knowledge or opinions. (6-8.RH.2)
Vocabulary (New and reinforcement)	Motive ,Provision Avail ,Precisely Evidence ,Investigate Autopsy ,Brooding Coincidence ,Murder Ventilator ,Detective Crime ,Setting , Theme	Vocabulary words will be used consistently throughout the week	Vocabulary words will be used consistently throughout the week	Vocabulary words will be used consistently throughout the week	Vocabulary words will be used consistently throughout the week
Daily Bellwork Buzzer/ Anticipatory Set	**(BW) Making a Prediction** *What is a prediction? And why is it so important when reading?*	Writing in complete sentences, SW answer their free write question.	**(BW):** Partner Discussion What character in the text, do you relate to?	(BW) What is your favorite part of the text?	(BW) SW will study their spelling words

-Direct Instruction **-Instructional Strategies** **-Modeling** **-Guided Practice** **-Checking for Understanding** **-Independent Practice**	**-(Pretest)** vocab words associated with the text -Introduction to the story **(Prediction)** Using the title and pictures in the story from "*Sherlock Holmes Mysteries* " SW make a prediction of what they think the story will be about, identifying the who, what, when, where, and why/how. (HW) practice vocab word list	**(Group Work/Modeling)** Begin reading the text "*Sherlock Holmes Mysteries* " (CW) Begin reading comprehension and vocab packet	**(Checking for Understanding/ Ind. Practice)** SW continue working on their reading comprehension and vocab packet -ABC Order -Define vocab words/ sentences -Write vocab words 10x each	**Activity:** Student will create a physical replica of one of the characters from the story. **(Checking for Understand)** Using a Venn diagram, SW compare and contrast themselves w/ a character from the text -Free Read enrichment	**(Post Test)** Vocab words associated with the text -SW will turn in their weekly work. -Free Read Enrichment
Closure/Assessment	Student will share what of their spelling words (phonetic awareness)	SW share something that was learned about the story- (popcorn style)	Student will share something they learned from the lesson White board/cue cards response	Student will share how they relate to the text/character White board/cue cards response	Student will share something they learned from the lesson
Re-teaching/ Modifications	**TW** provide a word list of the week vocabulary words for students to practice	One-on-one/group work	Partner discussion	Story Review	Class Review and Partner discussion on story of the

Accommodations: Determined based on individual needs, Adjustments made in accordance to documented and observed needs of students. Alterations of Instructions/ assessments to include changing of information stimuli to more efficient form to meet the needs of the student in the forms of both audio/visual variations, increased time allowance for both tasks and assessments, location adjustments, task size alterations and additional or alternative reading materials. Material being covered may also be presented through multiple delivery methods.

Top. Language Art -6th Grade **Teacher:** Ms. Williams **Day/Date: Week of 1.21.13**

Day of the Week	**Monday 1.21.13**	**Tuesday 1.22.13**	**Wednesday 1.23.13**	**Thursday 1.24.13**	**Friday 1.25.13**
Performance/ Learning Objective:	----------	6.L.4	**6.RI.9** **6.SL.1**	**6.RI.9** **6.SL.1**	**6.W.2** **6.SL.1**
Vocabulary (New and reinforcement)	MLK HOLIDAY NO SCHOOL	Martin Luther King, Freedom. liberty	Vocabulary Words will be used throughout the week's lesson and activities	Vocabulary Words will be used throughout the week's lesson and activities	Vocabulary Words will be used throughout the week's lesson and activities
Daily BellWork Buzzer/ Anticipatory Set	----------	**Daily Bell Work Buzzer Activity:** SW Identify who Martin Luther King Jr. is. And explain how did they celebrated the Martin Luther King holiday? What does this holiday mean to you?	**Daily Bell Work Buzzer Activity:** What is liberty?	**Daily Bell Work Buzzer Activity:** What is freedom?	**Daily Bell Work Buzzer Activity:** What have you learned this week about MLK?
-Direct Instruction **-Instructional Strategies** **-Modeling** **-Guided Practice** **-Checking for Understanding** **-Independent Practice**	----------	**Modeling/Guided Practice:** K-W-L What I know about Martin Luther King **Check for understanding:** SW discuss what they know about MLK./ what he stood for. -ask probing questions	**Guided Reading** Begin reading Langston Hughes' poem: **Checking for Understanding:** **(Discussion)** What is the author saying?	**(Activity)** What does freedom mean to you? In a two-part activity, SW create a picture of what freedom means to them and then write in a paragraph or more explaining their understanding of freedom and their picture	**Guided Reading:** Except from Martin Luther King's *I Have a Dream* **Discussion:** What is the author saying?
Closure/ Assessment	MLK HOLIDAY NO SCHOOL	Active Participation-Discussion	-Student identify one thing they learned/know about the elements of fiction on a piece of paper or cue card	Thumbs up and thumbs down SW share what they learned from the lesson with their peer	Active Participation-Discussion

-Checking for Understanding **-Independent Practice**	*strategies* **-Guided practice/Modeling** Lesson20 Reading Warm Up Exercise (Steps 1&2) -Introduction to the story -Student prediction of story (Oral)	Log	ow Rachel feels activity. SW fill out the different sections of the worksheets	SW successfully complete a comparison and contrast of the different parts of the story and will show and use textual support for their answer.	
Closing/ Assessment 5 minutes	Student will verbalize 5 of their spelling words (phonetic awareness)	Student will share something they learned from the lesson	Student will share something they learned from the lesson	Student will share something they learned from the lesson	TW ask probing questions about the content learned this week
Modification/ Re-teaching	-(Title I) Students have the options of working a partner or teacher in a small group -Additional worksheets as needed	-(Title I) Students have the options of working a partner or teacher in a small group -Additional worksheets as needed	-(Title I) Students have the options of working a partner or teacher in a small group -Additional worksheets as needed	-(Title I) Students have the options of working a partner or teacher in a small group -Additional worksheets as needed	-(Title I) Students have the options of working a partner or teacher in a small group -Additional worksheets as needed
Accommodations	Determined based on individual needs, Adjustments made in accordance to documented and observed needs of students. Alterations of Instructions/ assessments to include changing of information stimuli to more efficient form to meet the needs of the student in the forms of both audio/visual variations, increased time allowance for both tasks and assessments, location adjustments, task size alterations and additional or alternative reading materials. Material being covered may also be presented through multiple delivery methods.				

Re-teac[illegible]g/ Modifications	----------	TW provide a word list of the week vocabulary words for students to practice			
Accommodations	Determined based on individual needs, Adjustments made in accordance to documented and observed needs of students. Alterations of Instructions/ assessments to include changing of information stimuli to more efficient form to meet the needs of the student in the forms of both audio/visual variations, increased time allowance for both tasks and assessments, location adjustments, task size alterations and additional or alternative reading materials. Material being covered may also be presented through multiple delivery methods.				

Top Language Arts 6th Grade **Teacher:** Ms. Williams **ay/ Date: Week of January 28th, 2013**

Days of the week	**Monday 1/28/2013**	**Tuesday 1/29/2013**	**Wednesday 1/30/2013**	**Thursday 1/31/2013**	**Friday 2/1/2013**
Learning/ Performance Objectives	**6.L.4** 6.RI.1	6.RI.1	**6.W.2** **6.W.10**	6.RI.1	6.RI.1 6.RI.7
Vocabulary (New and reinforcement)	Can found in the text p. 26	Daily Review of the vocabulary words/ phrases associated with the text	Daily Review of the vocabulary words/ phrases associated with the text	Daily Review of the vocabulary words/ phrases associated with the text	Daily Review of the vocabulary words/ phrases associated with the text
Anticipatory Set/ Bellwork	**Bellwork Buzzer & Review** DOL Activity- Correcting Various sentence types	**Bellwork Buzzer & Review** -Identify what a heading of a story is -Why is it important to preview a book before you read it? -Explain in a paragraph what happens in the first paragraphs of a story. What do you find out? And answer why the information is important?	**Bellwork Buzzer** **DOL Activity**	**Bellwork Buzzer & Review** Using a Venn diagram, students will compare and contrast themselves against one of the characters in the story	**Free Write:** Write about your favorite part of the story?
-Direct Instruction **-Instructional Strategies** **-Modeling** **-Guided Practice**	-Free Read (Student will select a book of their choosing (20mins) **-Independent Practice** Lesson4 *Reading and study*	**(Review)** **Discussion:** What was it like being eleven? -Begin reading the story "*Eleven*" on pg. 27 -update their Reading	- Finish the story " *Eleven* - Begin working **Eleven Packet** **Guided Practice:**	**Story Mapping** Identifying who, what when, why and where. **Independent Practice/ Group Learning**	Independent practice: Student will finish up their Eleven's packet, so it can be turned in. Vocabulary Crossword Puzzle

Topic: Language Art **Teacher:** Ms. Williams **Day/ Date: Week of 2.4.13**

Day of the Week	**Monday 2.4.13**	**Tuesday 2.5.13**	**Wednesday 2.6.13**	**Thursday 2.7.13**	**Friday 2.8.13**
Performance Objective:					
Learning Objectives					
Material	Pencil, paper, imagination,	Pencil, paper, imagination,	Pencil, paper, imagination,	Pencil, paper, imagination,	Pencil, paper, imagination,
Vocabulary (New and reinforcement)	Theme Plot Character Protagonist Antagonist Fiction Setting Point of View	Vocabulary Words will be used throughout the week's lesson and activities	Vocabulary Words will be used throughout the week's lesson and activities	Vocabulary Words will be used throughout the week's lesson and activities	Vocabulary Words will be used throughout the week's lesson and activities
Daily Bellwork Buzzer	SW identify the different genres of literature? Using listing sentences, students will write down their responses.	(Review) In a paragraph, SW write about the different type of books they like to read.	What are the elements of fiction.		
Anticipatory Set	After reviewing the different types of literature. In a discussion format, students will be asked what they know about the elements of fiction.	How do the elements of fiction apply to our everyday reading?			

Direct Instruction • **Instructional Strategies** • **Modeling** • **Guided Practice** • **Checking for Understanding** • **Independent Practice**	**Guided Practice:** TW will use short descriptions of the elements of fiction. SW will show their understanding by raising their hand. **Check for understanding:** Introduce the vocabulary associated with elements of fiction **(pretest)**	SW read from their Literature Books pp15-19(Review) Take notes on the different elements associated with fiction.	**Instructional Strategies** SW further investigate the Elements of Fiction, and begin reading Unit 2 "Looking into Literature" pp. 46-50	Independent Practice: • ABC Order • Describe the different elements of fiction •	
Active Participation	SW respond to questions SW with (peer support) discuss the different elements of fiction. SW will complete independent class assignments and will demonstrate their understanding through discussion				
Closure • **Congruent to theobjectives** • **Active participation** • **Past experience** • **Student summary**	TW ask question: What are the elements of fiction?				
Re-teaching/ Modifications	**TW** provide a word list of the week vocabulary words for students to practice				

Assessm[illegible]s	-Pre-test -Discussion	-Student identify one thing they learned/know about the elements of fiction on a piece of paper or cue card	Thumbs [illegible]d thumbs down SW share what they learned from the lesson with their peer	Recite the daily objectives	Post Test

Lesson Plan

Teacher Name: Bojorquez/Ms. Williams

Content Area: Language Arts

8 Week Period: 1/7/13 - 3/1/13

Location: Classroom/ Intervention Room

Standard: Reading

Common Core: (6.RI.4) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

(6.RL.2) Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Common core: 6-8.RH.10. By the end of grade 8, read and comprehend reading or leveled texts in the grades 6–8 text complexity band independently and proficiently.

Intervention Objectives:

1. will increase reading fluency given phonics instruction from 30 to 70 phonics sounds;
2. will use persuasive reading strategies to answer author's purpose questions;
3. use comprehension strategies to answer questions to draw conclusions, summarize, make predictions or identify cause and effect;
4. will use reading comprehension strategies to answer fiction and nonfiction questions to summarize and recall details

Intervention student use schedule groupings at the back table.

Instructional Methodology to be used:

Teacher Action:

Act. 1: looking at reading text, select vocabulary to review phonics strategies approach practice and vocabulary to review sight words/context clues strategies approach 5 minutes

Act. 2: for reading fluency, teacher uses "I read" and then "you read" strategy for reading fluently 5- 10 minutes

Act. 3: for reading comprehension main idea/ details, students read with teacher and teacher asks questions as we read one page before main idea of text. 5- 10 minutes

Materials: reading texts.

Lesson Plan
Content Area: Language Arts
4 Week Period: 3/4/13 - 4/5/13

Teacher Name: Bojorquez/ Ms. Williams

Location: LA Classroom /Intervention room

Standard: Writing

Common Core: (6-8.WHST.4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Intervention Objectives:

1. will improve written language skills for conventions of spelling(write words phonetically understandable) and, punctuation etc.;
2. write a paragraph with topic sentence and supporting details with 4 to 6 traits;
3. write a complete sentence with subject and verb; increase writing 6 traits from 1 to 3; increase conventions writing 6 traits from 1 to 3; given writing prompt will produce written work with no less than 80% words spelled accurately; given 5 sentences will correct for punctuation and writing the correct word

Instructional Methodology to be used:

Teacher Action:

Act. 1: in table group, give students prompt, students create a sentence about the topic with correct spelling, punctuation, capitalization or correct conventions with 80% accuracy.

Act. 2: given writing prompt, students will produce a paragraph with a topic sentence and 3-4 details sentences that support the topic receiving a 4 on 6 traits

Act. 3: (Mid Feb. use Power writing strategy to expand complexity of sentence)

using the power writing method for paragraphing, teacher models a 1, 222 paragraph and then students write about given item that students have background knowledge like animal etc.

1= topic sentence 2= detail about topic sentence 3= detail about the # 2 sentence

Act. 4: Thursday do a 1,23,23,23 paragraph about an animal adding number 3 sentences
1= topic sentence 2= detail about topic sentence 3= detail about the # 2 sentence

Materials: paper , pencils