|  |  |
| --- | --- |
| **Teacher:** | **Sharon Pullen ELA 6th grade** |
| **Date:** | **12/4/17** |
| **Standards:** | RL6.1: Cite textual evidence to support analysis of text, both inferential and explicit.  RL 6.2: Determine theme/central idea of text and how it is conveyed through particular details.  RL 6.10:By end of year, read and comprehend literature in 6-8 text complexity band proficiently (stories, poems, drama).  RI6.4: Determine the meaning of words and phrases as they are used in text.  L 6.5: Interpret figures of speech in context. |
| **I Can…** | **I can go back to the text and cite evidence to support claims**  **I can read text and determine the message the author wants the reader to understand**  **I can write develop a response to a writing prompt with good organization appropriate to the audience.**  **I can write routinely to develop stamina for any writing purpose** |
| **DOK Level:1** | ***Snow Treasure*** reading |
| **DOK Level:2** | List character traits of main character  Identify Norway on a map  Continue plot diagram |
| **DOK Level:3** | cite evidence and develop a logical argument for conjectures  apply compare and contrast idea to character traits from book |
| **DOK Level:4** | Develop informative writing project |
| **Resources:** | CSET poster  i-ready  Task Cards  DOK Chart  Student individual reading Q&A  <https://www.youtube.com/watch?v=lSbRHK0mfsA>  <https://www.youtube.com/watch?v=2VbXRddlCB8> |

**Monday –**

***DGP -*** *The runner finished.*

***Bell ringer – Using the CSET strategy write a response to this prompt.***

Sixth grade is a time of many changes. Describe the changes that have taken place in your life since you entered sixth grade. For instance, you could write about school, friends, family, or other changes. (TEACHERS: Change the grade level as necessary.)

***Whole Group -*** introduction to pronouns

<https://www.youtube.com/watch?v=ZADSyQZlvCc>

<https://www.gcflearnfree.org/grammar/adjectives-and-adverbs/1/>

<https://www.youtube.com/watch?v=CwQjSsa8VQE>

<https://www.youtube.com/watch?v=2VbXRddlCB8>

Task Cards / independent student reading

Informational writing instruction(PerformanceAssessment) continue from last week.

**Tuesday -**

***DGP*** *The runner finished.*

***Bell ringer – Using the CSET strategy write a response to this prompt.***

Medical researchers, cosmetic companies, and others often perform experiments on animals. Many people feel that experimentation on animals is wrong and should be stopped immediately because animals do feel pain, and there are other alternatives. How do you feel? State your position and explain your reasons.

***Whole Group –*** introduction to pronouns

<https://www.youtube.com/watch?v=2VbXRddlCB8>

Task Cards / independent student reading

Informational writing instruction(PerformanceAssessment)

**Wednesday –**

***DGP –*** *The runner finished.*

***Bell ringer –***

The Internet includes many websites with images and content that are inappropriate. Should websites like these be censored by parents? Why or why not? State your position and support it with specific reasons and examples.

***Whole group –*** introduction to pronouns

<https://www.youtube.com/watch?v=lSbRHK0mfsA>

Informational writing instruction(PerformanceAssessment) ) continue from last week.

**Thursday -**

***DGP -*** *The runner finished.*

***Bell ringer – Using the CSET strategy write a response to this prompt.***Some people prefer to live in the quiet of the country; others prefer the hustle and bustle of the city. Which do you think is the better choice? State your position and support it with specific reasons and examples.

***Whole group - –*** introduction to pronouns <https://www.youtube.com/watch?v=4f3a2l9QLxU>

i-ready

Informational writing instruction(PerformanceAssessment) ) continue from last week.

**Friday -**

***DGP –*** *The runner finished.*

***Bell ringer – Using the CSET strategy write a response to this prompt.***Many states have increased the speed limit from 55 miles per hour to 65 miles per hour or more on major turnpikes and thruways. Do you think it is wise to allow motorists to drive over 65 miles per hour? Why or why not? Explain your position using specific reasons and examples.

***Whole group - Quiz on pronouns***

***i-ready***

Informational writing instruction(PerformanceAssessment) ) continue from last week.

**Pronouns**

**Introduction**

**LEARNING OBJECTIVES**

* identify functions of pronouns
* identify pronoun person and number
* identify pronoun case (subjects, objects, possessives)
* identify pronoun and antecedent clarity
* identify pronoun and antecedent agreement

Anna decided at the beginning of Anna’s first semester of college that Anna would run for thirty minutes every day. Anna knew that Anna would be taking a literature class with a lot of reading, so instead of buying print copies of all the novels Anna’s teacher assigned, Anna bought the audiobooks. That way Anna could listen to the audiobooks as Anna ran.

Does this paragraph feel awkward to you? Let’s try it again using pronouns:

Anna decided at the beginning of **her** first semester of college that **she** would run for thirty minutes every day. **She** knew that **she** would be taking a literature class with a lot of reading, so instead of buying hard copies of all the novels **her** teacher assigned, Anna bought the audiobooks. That way **she** could listen to **them** as **she** ran.

This second paragraph is much more natural. Instead of repeating nouns multiple times, we were able to use pronouns. You’ve likely hear the phrase “a pronoun replaces a noun”; this is *exactly*what a pronoun does.

In this outcome, you’ll learn how pronouns work, how to use pronouns in different situations, and how to select the correct pronouns.

**Function of Pronouns**

A pronoun stands in the place of a noun. Because a pronoun is replacing a noun, its meaning is dependent on the noun that it is replacing. This noun is called the **antecedent**. Let’s look at the two sentences we just read again:

Because a pronoun is replacing a noun, **its** meaning is dependent on the noun that **it** is replacing. This noun is called an **antecedent**.

There are two pronouns here: *its*and *it*. *Its* and *it* both have the same antecedent: “a pronoun.” Whenever you use a pronoun, you must also include its antecedent. Without the antecedent, your readers (or listeners) won’t be able to figure out what the pronoun is referring to. Let’s look at a couple of examples:

* Jason likes it when people look to him for leadership.
* Trini brushes her hair every morning.
* Billy often has to clean his glasses.
* Kimberly is a gymnast. She has earned several medals in different competitions.

So, what are the antecedents and pronouns in these sentences?

* *Jason* is the antecedent for the pronoun *him*.
* *Trini* is the antecedent for the pronoun *her*.
* *Billy* is the antecedent for the pronoun *his*.
* *Kimberly* is the antecedent for the pronoun *she*.

**PRACTICE**

Identify the antecedent in the following examples:

1. The bus is twenty minutes late today, like it always is.
2. I would never be caught dead wearing boot sandals. They are an affront to nature.

answer

1. **The bus** is the antecedent for the pronoun *it*.
2. **boot sandals**is the antecedent for the pronoun *they*.

There are several types of pronouns, including personal, demonstrative, and indefinite pronouns. Let’s discuss each of these types.

Tornado’s

2) Make sure to compare and contrast the same points in both Tornado’s and Hurricanes.

Appearance (what do they look like)

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Location (where will you see Tornadoes)

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Statics of storm force (cost and damage)

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Predictable (can you have advanced warning)

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Hurricanes

Appearance (what do they look like)

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Location (where will you see Tornadoes)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Statics of storm force (cost and damage)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Predictable (can you have advanced warning)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1) The introduction must grab the reader’s attention. Start with an unbelievable static, interesting detail, question, or quotation.

Introduction

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3) Summarize the key points and restate the main idea.

Conclusion

In summary , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Bell ringer Answers:**

1. A – *He*often reads until late at night.
2. B – *She* is running up and down the stairs.
3. C – *He* is from Ireland.
4. B – Have *they* got a dog, Mary?
5. A – We enjoy the roses so much. *They*really liven up the garden.
6. D – Melissa isn’t an architect; *she*is an engineer.
7. C – Are *we*friends or not?
8. D – My doctor was born in Germany. *He*teaches language lessons in his spare time.
9. C – All of my teachers are Americans. *They*come from all over the country.
10. C – Our friends are athletes. All of *them*are either strong, fast, or both.

Bell ringer

Personal Pronoun Exercises-The following exercises will help you gain greater understanding about how personal pronouns work. Choose the best answer to complete each sentence.

1. \_\_\_\_\_\_\_\_\_\_ often reads until late at night.
   1. He
   2. Alan
   3. Mary
   4. They
2. \_\_\_\_\_\_\_\_\_\_ is running up and down the stairs.
   1. The cat
   2. She
   3. My brother
   4. You
3. \_\_\_\_\_\_\_\_\_\_ is from Ireland.
   1. Rory
   2. My friend
   3. He
   4. This souvenir
4. Have \_\_\_\_\_\_\_\_\_\_ got a dog, Mary?
   1. Anyone
   2. They
   3. Someone
   4. It
5. We enjoy the roses so much. \_\_\_\_\_\_\_\_\_\_ really liven up the garden.
   1. They
   2. Its
   3. Someone
   4. Flowers
6. Melissa isn’t an architect; \_\_\_\_\_\_\_\_\_\_ is an engineer.
   1. He
   2. They
   3. It
   4. She
7. Are \_\_\_\_\_\_\_\_\_\_ friends or not?
   1. He
   2. She
   3. We
   4. It
8. My doctor was born in Germany. \_\_\_\_\_\_\_\_\_\_ teaches language lessons in his spare time.
   1. They
   2. It
   3. She
   4. He
9. All of my teachers are Americans. \_\_\_\_\_\_\_\_\_\_ come from all over the country.
   1. She
   2. We
   3. They
   4. Them
10. Our friends are athletes. All of \_\_\_\_\_\_\_\_\_\_ are either strong, fast, or both.
    1. We
    2. They
    3. Them
    4. You