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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: January 19, 2015 | | | |
| **Unit Vocabulary:** 12 power verbs – analyze, compare, contrast, describe, evaluate, explain, formulate, infer, predict, summarize, support, trace, style, avalanche, insulate, splinter, ethereal | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | |  |   **Holiday – MLK Day** | **Common Core Standard(s)**:  ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a | | **Common Core Standard(s)**:  ELA7L5a | **Common Core Standard(s)**:  ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a | **Common Core Standard(s)**:  ELACC7R11-14  ELACC7W9  ELACC7L3a  ELACC7L5a |
| **I Can:** | **I Can: I Can:** identify features of a memoir. | | **I Can:** complete 3 sessions of OAS (pronouns, topic sentences, main idea) | **I Can:** identify features of a memoir and analyze the author’s style. | **I Can:** identify features of a memoir and analyze the author’s style. |
| **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | **Mini Lesson:** commas before coordinating conjunctions in compound sentences  **Activating Strategies:** Free Write  **Resource/Materials:**  Passages in text – Mississippi Solo – pg. 137  Co-teach class: Continue working on persuasive essay as class. Have students start thinking about own topic for another persuasive essay. | | **Mini Lesson:** commas – separate items in a series; separate two or more adjectives that come before a noun  **Activating Strategies:** Warm-up activity over commas  **Resource/Materials:**  Passages in text  Co-teach class: Have students choose own persuasive writing topic and start pre-wrting. | **Mini Lesson:** commas to set off an expression that interrupts a sentence  **Activating Strategies:** Warm-up activity over commas  **Resource/Materials:**  Passages in text  Co-teach class: Students will finish pre-write stage and start drafting and proofreading. | **Mini Lesson:** comma review  **Activating Strategies:** Warm-up activity over commas  **Resource/Materials:**  Passages in text  Co-teach class: Students will finish drafting stage and start publishing. |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on lexile level (read aloud for lower lexile level)*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: formative assessment (pronouns – this will be a pretest for pronoun cases that will be taught within our next short story)* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on lexile level (read aloud for lower lexile level)*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: 12 vocab words will be multiple choice for SWD* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:*  *Performance Based:* | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: 12 power verbs - regular*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:** vocab due Friday  Spelling words test Friday    Spelling Test for co-teach today | | **Homework:** vocab due Friday  Spelling words test Friday    Spelling Test for co-teach today | **Homework:** vocab due Friday  Spelling words test Friday    Spelling Test for co-teach today | **Homework:** |

Resources and Reflective Notes: