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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: December 15, 2014 | | | |
| Unit Vocabulary: figurative language terms, close reading | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:   |  | | --- | | ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals  influence ideas or events).  ELACC7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the  impact of a specific word choice on meaning and tone. | | **Common Core Standard(s)**:  ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals  influence ideas or events).  ELACC7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the  impact of a specific word choice on meaning and tone. | | **Common Core Standard(s)**:  ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals  influence ideas or events).  ELACC7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the  impact of a specific word choice on meaning and tone. | **Common Core Standard(s)**:  ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals  influence ideas or events).  ELACC7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the  impact of a specific word choice on meaning and tone. | **Common Core Standard(s)**:  ELACC7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals  influence ideas or events).  ELACC7RI4: Determine the meaning of words and phrases as they are used in  a text, including figurative, connotative, and technical meanings; analyze the  impact of a specific word choice on meaning and tone. |
| **I Can:** take several versions on A Christmas Carol and compare and contrast them. | **I Can:** take several versions on A Christmas Carol and compare and contrast them. | | **I Can:** take several versions on A Christmas Carol and compare and contrast them. | **I Can:** take several versions on A Christmas Carol and compare and contrast them. | **I Can:** compare the media version of A Christmas Carol to the play. |
| **Mini Lesson:** homonyms among us  **Activating Strategies:** Free write  **Resource/Materials:**  Close Reader | **Mini Lesson:** homonyms among us  **Activating Strategies:** Warm-up activity  **Resource/Materials:**  Close Reader | | **Mini Lesson:** homonyms among us  **Activating Strategies:** Warm-up activity  **Resource/Materials:**  Close Reader | **Mini Lesson:** homonyms among us  **Activating Strategies:** Warm-up activity  **Resource/Materials:** | **Mini Lesson:** right vs. might  **Activating Strategies:** graphic organizer instructions  **Resource/Materials:**  Media version of A Christmas Carol |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on rewrite of A Christmas Carol*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on rewrite of A Christmas Carol*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on rewrite of A Christmas Carol*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: based on rewrite of A Christmas Carol*  *Assessment* |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: paragraph on Shark Tank*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: write up on business idea*  *Summative:*  *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: graphic organizer comparing and contrasting media to written version of play*  *Summative:*  *Performance Based:* |
| **Homework:**  **ADV – Lit Circle assignments due Thursday**  **REG – Assignment in novel** | **Homework: business plan project idea by tomorrow**  **ADV – Lit Circle assignments due Thursday**  **REG – Assignment in novel** | | **Homework: ADV – Lit Circle assignments due tomorrow**  **REG – Assignment in novel** | **Homework:** | **Homework:** |

Resources and Reflective Notes: