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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: February 16, 2015 | | | |
| **Unit Vocabulary:** Tone, Mood, Figurative Language, Genre, Sensory Detail, Characterization, Explicit Characterization, Setting, Plot, Inferred Evidence | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**: | **Common Core Standard(s)**: | | **Common Core Standard(s)**:  ELACC7W2: a-f | **Common Core Standard(s)**:  ELACC7RL2:a  ELACC7RL3:b  ELACC7L1a, b | **Common Core Standard(s)**:  ELACC7W2: a-f |
| **I Can:** | **I Can:** | | **I Can:** read two passages and write an informational essay using correct grammar and punctuation and also be able to cite evidence correctly. | **I Can:** compare two texts to determine the similarities and differences. | **I Can:** read two passages and write an informational essay using correct grammar and punctuation and also be able to cite evidence correctly. |
| **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | **Mini Lesson:**  **Activating Strategies:**  **Resource/Materials:** | | **Mini Lesson:** Go over rubric with class  **Activating Strategies:** Warm-up Free Write  **Resource/Materials:**  Rubric  Writing prompt | **Mini Lesson:** Apostrophes…contractions  **Activating Strategies:** Warm-up over apostrophes  **Resource/Materials:**  Close readers  Apostrophes handout  Co-teach: Continue persuasive writing assignment | **Mini Lesson:** Give students back their writing assignments. Students will be typing their assignments in the computer lab.  **Activating Strategies:**  Warm-up over apostrophes  **Resource/Materials:**  Writing assignments  Computers |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:* there will be small groups for swd for the writing prompt.  *Assessment:* writing portion of benchmark | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* homework assignment over apostrophes | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* Swd will be in small groups and extended time.  *Assessment:* Writing portion of benchmark. |
| **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:* for possessives  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* usage | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Homework assignment*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
| **Homework:** | **Homework:** | | **Homework:** none | **Homework:** apostrophe handout | **Homework:** |

Resources and Reflective Notes: