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| **Grade Level** 7 | **Teacher/Room**: Waters rm. 109 Week of: March 9, 2015 |
| **Unit Vocabulary:** adverb, adjective, unifying idea, imagery, tone, plot, mood, infer predict, clincher, nominative, plot structure  |
| **Instructional Strategies Used:** whole group instruction, pair share, small group |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:

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| ELACC7RI1ELACC7RI9ELACC7W2ELACC7W10 |

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| **I Can:** compare and contrast various events in Train Time | **I Can:** compare and contrast various events in Train Time | **I Can:** get examples from the text of mood and characterization | **I Can:** get examples from the text of mood and characterization | **I Can:** work in groups to become an expert on events in Train Time |
| **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:**  Free Write**Resource/Materials:**Frayer diagramsList of 12 vocabulary wordsOverheadCo-teach: continue to work on persuasive essays | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:** Warm-up activity **Resource/Materials:**Frayer diagramsList of 12 vocabulary wordsOverheadCo-teach: continue to work on persuasive essays | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:** Warm-up activity**Resource/Materials:**TextCo-teach: continue to work on persuasive essays | **Mini Lesson:** vocabulary Frayer diagrams**Activating Strategies:**  warm-up activity **Resource/Materials:** TextCo-teach: continue to work on persuasive essays | **Mini Lesson:** **Activating Strategies:** Warm-up activity**Resource/Materials:** Test (vocabulary)TextPersuasive essay due |
| **Differentiation:***Content/Process/Product: frayer diagrams will be filled in for specific students**Grouping Strategy:**Assessment: Vocab test will be modified for SWD* | **Differentiation:***Content/Process/Product: frayer diagrams will be filled in for specific students**Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* *Assessment:*  | **Differentiation:***Content/Process/Product:* *Grouping Strategy: based on reading level**Assessment:Vocab test will be modified for SWD* |
| **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative: vocabulary test**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:* *Summative:**Performance Based:*  | **Assessment:***Pre-Test:**Post-Test:**Formative:* *Summative: vocabulary test**Performance Based:*  |
| **Homework:** examples/non examples of vocabulary words due tomorrow (first half)Co-teach: Persuasive essay due Friday | **Homework:** examples/non examples of vocabulary words due tomorrow (second half) | **Homework:** vocabulary test Friday | **Homework:** vocabulary test Friday | **Homework:** Persuasive essay due |

Resources and Reflective Notes: