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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)**:   |  | | --- | | ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 | **Common Core Standard(s)**:  ELACC7RI1  ELACC7RI9  ELACC7W2  ELACC7W10 |
| **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 diagrams  List of 12 vocabulary words  Overhead  Co-teach: continue to work on persuasive essays | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** Warm-up activity  **Resource/Materials:**  Frayer diagrams  List of 12 vocabulary words  Overhead  Co-teach: continue to work on persuasive essays | | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:** Warm-up activity  **Resource/Materials:**  Text  Co-teach: continue to work on persuasive essays | **Mini Lesson:** vocabulary Frayer diagrams  **Activating Strategies:**  warm-up activity  **Resource/Materials:**  Text  Co-teach: continue to work on persuasive essays | **Mini Lesson:**  **Activating Strategies:** Warm-up activity  **Resource/Materials:**  Test (vocabulary)  Text  Persuasive 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: