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| **Grade Level** 7 | **Teacher/Room**: Megan Waters Week of: August 18, 2014 |
| **Unit Vocabulary: swell, deck, submerge, porthole** |
| **Instructional Strategies Used: whole group instruction, small groups, writing** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC7RL3****ELACC7SL4****ELACC7l1b****ELACC7L4a****ELACC7L4b****ELACC74c** | **Common Core Standard(s)**:**ELACC7W3** | **Common Core Standard(s)**: **ELACC7RL1****ELACC7W3** | **Common Core Standard(s)**: **ELACC7W3** | **Common Core Standard(s)**: **ELACC7SL4** |
| **EQ Question: How do I make inferences?** | **EQ Question: How can I come up with my own ending to the story?** | **EQ Question: How do I cite evidence from the text?** | **EQ Question: What tools can I use to help me retain information that I learn?** | **EQ Question: How can understanding procedures help me be more successful this school year?** |
| **Mini Lesson:** Talk about challenges and how to overcome them. We will talk about inferences and what means to make an inference. **Activating Strategies:** We will talk about the setting of the story and have students start to fill out graphic organizer. Students will also present their collages.**Resource/Materials:**Books Paper PencilHighlighter Graphic organizer  | **Mini Lesson:** We will read more in the story. Students will read in partners. We will stop half way through and students will write in their writing notebooks about how they think the story will end. Students will share writing.**Activating Strategies:** We will talk about the part of the story we read at the beginning. Students will repeat to me what a setting is and what a plot is.**Resource/Materials:**Text booksWriting utensilsWriting notebooks | **Mini Lesson:** We will finish reading the story. I will have students write about the story and how the main character had to overcome challenges. They must be able to cite evidence from the text. We will discuss what it means to cite evidence from the text. **Activating Strategies:** I will take any questions students have from the book. **Resource/Materials:**Writing notebooksPencils Textbooks  | **Mini Lesson:** Check vocab workshop for honors students.Have students do performance task from book. Think about how rouge could be used a s a movie outline. Write a four paragraph essay explaining how this could be used a movie outline.**Activating Strategies:**Talk about the story. Have students come up with ideas on how this could be a movie.**Resource/Materials:**Writing notebooktextbook | **Mini Lesson:** Honors classes will take spelling and vocab tests. Students will finish their activity from yesterday. Silent reading from assigned novel.**Activating Strategies:**Student spelling words**Resource/Materials:**Vocab and spelling test |
| **Differentiation:***Students will work in partners to read and write questions about what they are reading.* | **Differentiation:*****I will have students read in partners. For my co-teach class, I will allow students to work in partners for the writing assignments.*** | **Differentiation:*****I will have students read in partners. For my co-teach class, I will allow students to work in partners for the writing assignments.*** | **Differentiation:***Content/Process/Product:****Grouping Strategy: based on learning style inventory****Assessment* | **Differentiation:*****Content/Process/Product: Student will be able to work in groups. I will assign different novels to different classes*** |
| **Assessment :***Informal observation*  | **Assessment:***Writing notebooks* | **Assessment:***Writing**Informal observation* | **Assessment:***Vocab workshop* | **Assessment:***Vocab and spelling test* |
| **Homework:**  | **Homework: Vocab workshop due Thursday** | **Homework:**  | **Homework: Study for spelling and vocab test**  | **Homework:**  |

Resources and Reflective Notes: While there are not a lot of ELA standards being addressed this week, I feel it is important to create a classroom culture before instruction can begin.