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| **Grade Level** 7 | | **Teacher/Room**: Waters rm. 109 Week of: August 25, 2014 | | | |
| **Unit Vocabulary: genre, plot, characterization, setting, rising action, static and dynamic characters** | | | | | |
| **Instructional Strategies Used: whole group instruction, pair share, small group** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an  objective summary of the text. | **Common Core Standard(s)**:  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an  objective summary of the text. | | **Common Core Standard(s)**:  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an  objective summary of the text. | **Common Core Standard(s)**:  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an  objective summary of the text. | **Common Core Standard(s)**:  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an  objective summary of the text. |
| **EQ Question:** What is close reading, and how can I use it during a novel study? | **EQ Question:** Why is consistent point of view important? | | **EQ Question:** What is the difference in tone and mood? | **EQ Question:** Are static characters important in novels? | **EQ Question:** How can doing close reading properly at the beginning of a study help me make predictions about text? |
| **Mini Lesson:** What is close reading?  **Activating Strategies:** W2W acrostic on GIVER  **Resource/Materials:**  Copies of the Giver  Close Readers | **Mini Lesson:** Point of view  **Activating Strategies:** Who’s on first for point of view  **Resource/Materials:**  Copies of Giver  Vocabulary for the first 10 pages  Discussion questions | | **Mini Lesson: Difference in tone and mood**  **Activating Strategies:** Song choice depicting tone/mood  **Resource/Materials:**  Copies of Giver  Discussion questions | **Mini Lesson: Static and Dynamic Characters**  **Activating Strategies:** W2W acrostic on COMMUNITY  **Resource/Materials:**  Copies of Giver  Discussion questions | **Mini Lesson:** Revisit Acrostic on GIVER now that we’ve introduced book – look at our predictions.  **Activating Strategies:** Vocab around the world  **Resource/Materials:**  Copies of the Giver  Character Profile sheet |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: quiz differentiated based on leveled learning* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy: Discussion questions given based on reading level*  *Assessment* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Quiz over Figurative Language*  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: citing textual evidence of song choices for tone and mood*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: vocabulary*  *Summative:*  *Performance Based:* |
| **Homework: Figurative Language Quiz tomorrow** | **Homework: Study vocabulary for the first 10 pages** | | **Homework: 2 examples of tone and mood found in short story.** | **Homework: study vocabulary for the first 10 pages** | **Homework: none** |

Resources and Reflective Notes: