|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade Level** 7 | | **Teacher/Room**: Wates rm. 109 Week of: September 2, 2014 | | | |
| **Unit Vocabulary:** genre, plot, characterization, setting, rising action, static and dynamic characters, Vocabulary from The Giver for chapters 1-3 | | | | | |
| **Instructional Strategies Used:** whole group instruction, pair share, small group | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Labor Day** | **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:** How can creating a story map help us predict what will happen to characters? | | **EQ Question:** How do societies differ and why is that important? | **EQ Question:** How does sentence variety have an impact on the reader, and how can I create thatsame impact with my writing? | **EQ Question:** How does sentence variety have an impact on the reader, and how can I create thatsame impact with my writing? |
|  | **Mini Lesson:** Vocabulary through W2W  **Activating Strategies:** THE GIVER as an acrostic  **Resource/Materials:**  The Giver  W2W notebooks | | **Mini Lesson:** Vocabulary through W2W  **Activating Strategies:** Free write journals “When I was Little”  **Resource/Materials:**  Free write journals  The Giver | **Mini Lesson:** compound and complex sentences  **Activating Strategies:** subordinating conjunction song  **Resource/Materials:**  The Giver  Notebooks – writer’s secrets | **Mini Lesson:** compound and complex sentences  **Activating Strategies:** subordinating conjunction song  **Resource/Materials:**  The Giver  Notebooks – writer’s secrets |
|  | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment:* | | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: content quiz will be tiered for learners* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment: vocabulary quiz will be multiple choice for select students* | **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:*  *Assessment* |
|  | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Content quiz over The Giver*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative: Vocabulary Unit 1 quiz*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* |
|  | **Homework:** complete vocab – due Wednesday; quiz Thursday | | **Homework:** quiz Thursday over vocab unit 1 | **Homework:** none | **Homework:** none |

Resources and Reflective Notes: