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| **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 GiverW2W notebooks | **Mini Lesson:** Vocabulary through W2W**Activating Strategies:** Free write journals “When I was Little”**Resource/Materials:**Free write journalsThe Giver | **Mini Lesson:** compound and complex sentences**Activating Strategies:** subordinating conjunction song**Resource/Materials:** The GiverNotebooks – writer’s secrets | **Mini Lesson:** compound and complex sentences**Activating Strategies:** subordinating conjunction song**Resource/Materials:** The GiverNotebooks – 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: