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| **Grade Level** 7 | **Teacher/Room**: Waters rm 109 Week of: September8, 2014 |
| **Unit Vocabulary:** genre, plot, characterization, setting, rising action, static and dynamic characters, Vocabulary from The Giver for chapters 1-4 |
| **Instructional Strategies Used:** whole group instruction, pair share, small group |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standards****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: What is the plot of a story? | **EQ Question:** How do our rituals differ from those in the book? | **EQ Question:** How do our rituals differ from those in the book? | **EQ Question:** How do I use evidence from the text in 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:** Read from the giver. Work together in groups to come up with similies and metaphors.**Resource/Materials:**The GiverW2W notebooks | **Mini Lesson:** Story elements**Activating Strategies:** THE GIVER as an acrostic**Resource/Materials:**The GiverW2W notebooks | **Mini Lesson:** Vocabulary through W2W**Activating Strategies:** creating list of great novels**Resource/Materials:**paperThe Giver | **Mini Lesson:** compound and complex sentences**Activating Strategies:** Discussing how to make inferences**Resource/Materials:** The GiverNotebooks  | **Mini Lesson:** compound and complex sentences**Activating Strategies:** Discuss persuasive writing**Resource/Materials:** The GiverNotebooks  |
| **Differentiation:***Content/Process/Product:**Grouping Strategy:**Assessment:*  | **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:* *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 Thursday; Friday vocab test. | **Homework:** complete vocab – due Wednesday; quiz Thursday | **Homework:** complete vocab – due Thursday; Friday vocab test. | **Homework:** none  | **Homework:** none |

Resources and Reflective Notes: