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| **Grade Level**  Black – 10/11  Blue – 10th  Green – 11th | | | **Teacher/Room**:  P. Barnard/ Tippens Week of: March 2 – March 6, 2015 | | |
| **Common Core Standard(s)**: ELACC9-10RL1, ELACC9-10RL4, ELACC9-10RL5, ELACC9-10W3, ELACC9-10L1, ELACC9-10L2ELLAC9-10L6 | | | **Common Core Standard(s)**: ELACC11-12RL1, ELACC11-12RL2, ELACC11-12RL3, ELACC11-12RL9  ELACC11-12W4  ELACC11-12L1, ELACC11-12L2 | | |
| **Vocabulary: Unit 5**  **altruistic, assent, benefactor, chivalrous, clemency, dearth, diffident, amnesty, autonomy, axiomatic blazon, caveat, equitable, extricate,**  **discrepancy, embark, facile, indomitable, infallible, plod, pungent, filch, flout, fractious, precept, salutary, scathing, scourge,**  **remiss, repose, temerity, truculent, unfeigned, virulent sepulchral, soporific, straitlaced, transient, unwieldy, vapid** | | | | | |
| **Vocabulary:**  **Power Point**  **Study Words 1-5** | **Vocabulary:**  **Synonyms and Antonyms Study Words 6 -10** | **Vocabulary:**  **Complete the Sentence**  **Study Words 11-15** | | **Vocabulary:**  **Choose the Right Word**  **Study Words 16-20** | **Vocabulary:**  **Vocabulary Assessment** |
| **Grammar:**  **Week Seven – Add Punctuation and Capitalization** | **Grammar:**  **Week Seven – Parts of Speech** | **Grammar:**  **Week Seven – Parts of the Sentence** | | **Grammar:**  **Week Seven – Type of Sentence** | **Grammar:**  **Week Seven – Diagramming the Sentence** |
| **Journal Topic:**  What do you like and not like about school? | **Journal Topic:**  Writing Time Continued | **Journal Topic:**  Writing Time Continued | | **Journal Topic:**  Lab | **Journal Topic:**  Introduce next Topic |
| **Instructional Strategies Used:** Group Read Aloud, Small Group, Independent, Pair and Share, Discussion, Technology | | | | | |
| **Day 1** | **Day 2** | **Day 3** | | **Day 4** | **Day 5** |
| **Teacher Guided Read Aloud:**  *Divergent* by Veronica Roth | **Teacher Guided Read Aloud:**  *Divergent* by Veronica Roth | **Teacher Guided Read Aloud:**  *Divergent* by Veronica Roth | | **LAB** | **Teacher Guided Read Aloud:**  *Divergent* by Veronica Roth |
| **Essential Question:**  **How does the author’s word choice with various dictions help to deepen readers’ understanding?**  **ELACC9-10RL4**  **What themes have begun to develop in *The Great Gatsby*?**  **ELACC11-12RL2** | **Essential Question:  How does the author’s word choice, connotation, help characterize Lily, T.Ray, Rosaleen, and August?**  **ELACC9-10RL3**  **How does the author use a sarcastic point of view to better distinguish attitudes within the novel?**  **ELACCRL11-12RL6**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mini Lesson:**  **Connotation creates Characterization – 1.Review Monday’s Lesson**  **2.SW work in groups of 4-5 on one of the characters that have been introduced thus far in the book (Lily, T.Ray, Rosaleen, August, May, June)**  **3. SW work 15-20 minutes to analyze the characterization of person.**  **Point of View –**  **-a particular attitude or way of considering a matter.**   |  |  | | --- | --- | | ***synonyms*** | [**opinion**](https://www.google.com/search?biw=1366&bih=667&q=define+opinion&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CB8Q_SowAA)**,**[**view**](https://www.google.com/search?biw=1366&bih=667&q=define+view&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CCAQ_SowAA)**,**  [**belief**](https://www.google.com/search?biw=1366&bih=667&q=define+belief&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CCEQ_SowAA)**,**[**attitude**](https://www.google.com/search?biw=1366&bih=667&q=define+attitude&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CCIQ_SowAA)**,**  [**feeling**](https://www.google.com/search?biw=1366&bih=667&q=define+feeling&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CCMQ_SowAA)**,**  [**sentiment**](https://www.google.com/search?biw=1366&bih=667&q=define+sentiment&sa=X&ei=7oTqVOChNcq8ggTYjoK4Dg&ved=0CCQQ_SowAA) |  * **- the narrator's position in relation to the story being told.** * **-the position from which something or someone is observed**   **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Activating Strategy:**  **SW share with the class their character findings. Students may make notes for future reference.**  **SW will discuss with a partner their thoughts on Nicks point of view of others (Gatsby, Joan, Daisy, Tom, Myrtle)**  **SW share whole group**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Lesson:**  **1.SW continue reading in Chapters 4 & 5. Comprehension questions will be completed then discussed whole group.**  **1.SW read the first lines in Chapter 4 and discuss the sarcasm of how the author open’s the chapter and establishes the setting**  **2. SW discuss Gatsby’s character and his ambiguity – resulting in speculation and gossip**  **3.SW continue in their reading of Chapter 4**    **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_**  **Resources/Materials**  *The Secret Life of Bees*, characterization charts and pictures  **Differentiation:** Grouping – Students will be allowed to self-select groups of 4-5. This will allow for a heterogeneous grouping of mixed abilities.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessment :**  ***Formative:***  Recall of connotation  ***Summative:*** **Ability to use connotations within text to characterize novel characters** | **Essential Question:**  **How does language evoke a sense of time and place; how does it set a formal or informal tone?**  **ELACC9-10RL5**  **How does the author’s word choice with various dictions help to deepen readers’ understanding?**  **ELACC11-12RL4** | | **LAB** | **Essential Question:**  **How does the development of vocabulary positively affect writing and Lexile levels?** |
| **Mini Lesson:**  **Diction – the choice and use of words and phrases in speech or writing**  **Denotation – the literal meaning of a word**  **Connotation – a meaning that is implied by a word**  **(Definitions will be placed in Literacy Terms)**  [**www.focabulary.com**](http://www.focabulary.com)  **SW  review Metaphors - a device that transfers the sense or aspects of one word to another. Similes - a type of metaphor in which the comparison is made with the use of the word like**  **A simile is a metaphor, but not all metaphors are similes.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Activating Strategies:**   1. **On the board:**   **Rosaleen walked down the street. (Based on THIS sentence what do you know about Rosaleen, what was her mood, her attitude, what is she thinking, etc – you must provide evidence for your responses)**  **2.WALK – look up the word walk and write down the definition.**  **3. Now write down as many synonyms as you can think of for the word walk. Is the connotation or impression that the words gives off different?**  **3. Find synonyms for the following: talk, smell, eat, look, hit, cry, smile, bandit**  **4. Near the end of Chapter 1 the author says “….he looked at Rosaleen *sashaying* along unperturbed….”**  **SW jar memory by participating in a simile and metaphor fill in the blank. This task will be completed orally and teacher guided.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Lesson:**  **1. SW practice diction and characterization by rewriting a four sentence story using words with distinct connotation.**  **2.SW complete the reading of Chapter 4 and answer all comprehension questions.**  **3. Class will discuss each question and record the answers on the board.**  **4. If time remains they may preview the questions for Chapter 5**  **1.SW complete a whole class discussion of novel themes that have developed, character development, and predictions of story outcomes.**  **\* SW will share similar themes from previous readings where money, wealth, and personal agenda’s played a role in the plot development.**  **2. SW complete a simile and metaphor for each main character that shows their understanding of the character’s development.**  **3.SW continue reading in Chapter 4.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Resources/Materials**  *The Secret Life of Bees*, vocabulary | **Mini Lesson:**  **1.Student have explored the authors’ use of individual words (denotation, connotation) and characterization. Today they will work with another tool writers use: figurative language**  **2.Figurative Language not only develop the characters, but the plot and theme as well.**  **Diction – the choice and use of words and phrases in speech or writing**  **Denotation – the literal meaning of a word**  **Connotation – a meaning that is implied by a word**  **(Definitions will be placed in Literacy Terms)**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activating Strategies:**  **1.SW recall the different types of Figurative Language and give examples.**  **2.TW write these on the board: onomatopoeia, simile, metaphor, personification, hyperbole**  **1.Have students view page 64 (ELMO)**  **2.Read aloud paragraph two and discuss Fitgerald’s word choice to describe Gatsby.**  **3. What picture does his connotations draw in the mind of the readers?**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Lesson:**  **1.SW work in groups of 5 to identify an example of each different figurative language example within the novel text.**  **2. Each group member will take one chapter to look for the different examples. After the groups have identified the different examples and recorded them on the back on their paper, they will decide on the best two to share with the class.**  **1.SW create metaphors and Similes with… Nick is as \_\_\_\_\_\_ as \_\_\_\_\_. Daisy acts \_\_\_\_\_\_. Tom is as \_\_\_\_\_ like \_\_\_\_\_\_\_\_\_. Gatsby is mysterious as \_\_\_\_\_\_\_\_.**  **2.SW pause for a discussion of what they have learned so far in Chapters 1-3 (themes, characters traits, flaws)**  **3.SW begin a characterization chart for Gatsby – it will contain annotations of different perspectives of his personality and behavior that are gained through readings. This chart will be continued throughout the novel to see how the author develops the character and how the reader’s perspective develops.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Divergent, *T.S.L.O.B.,* Figurative Language sheets, *The Great Gatsby,* *The Great Gatsby*, Similes and Metaphors | | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Lesson:**  **SW type their weekly essay using MLA format. SW print hardcopies of work and staple to their rough draft.**  **SW will be evaluated on use of MLA format, paragraph introduction, and completed rough draft**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Writing Rough drafts, Lab | **Mini Lesson:**  **SW work independently or with a partner to review words for vocabulary test**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activating Strategies:**  **TW quiz students on vocabulary words using Sadlier Quizlet**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Lesson:**  **Following vocabulary assessment SW begin Unit 6 vocabulary.**  **SW complete any unfinished readings in Chapter 5 of *The Secret Life of Bees*.**  **SW complete any unfinished reading in chapter 5 of *The Great Gatsby*.**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Divergent, Vocabulary Assessments |
| **Differentiation:** Vocabulary and paragraphs will based on individual Lexile level and knowledge base | **Differentiation:**  **Student’s depth of knowledge of character analysis will be demonstrated in open ended response work** | | **Differentiation:**  *Content/Process/Product:* **Writing Progress is individualized. Student’s work is graded for a minimum criterion and given individualized feedback for improvement**  *Grouping Strategy:* independent | **Differentiation:**  *Content/Process/Product: Presentation Choice*  *Grouping Strategy:* Independent |
| **Assessment :**  ***Formative:***  Prior knowledge of diction, denotation, and connotation  ***Summative:*** **Demonstration of connotation in paragraph** | **Assessment :**  ***Formative:***  Ongoing knowledge of novel comprehension  ***Summative:*** **Simile and Metaphor application to characters** | | **Assessment :**  ***Formative:***  Students are expected to use prior feedback to improve papers each week.  ***Summative:*** MLA format and writing progress | **Assessment :**  ***Summative:*** Unit 5 vocabulary assessment |
| **Homework:** daily work if not completed in class | **Homework:** daily work if not completed in class | **Homework:** daily work if not completed in class | | **Homework:** daily work if not completed in class | **Homework:** Have a great weekend! Be Safe, Enjoy, and Relax |

Resources and Reflective Notes: