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| **Grade Level** Black – 10/11Blue – 10thGreen – 11th | **Teacher/Room**: P. Barnard Week of: February 2 – February 6, 2015 |
| **Common Core Standard(s)**: ELACC9-10RL1, ELACC9-10RL2, ELACC9-10RL3,ELACC9-10W4, ELACC9-10L1, ELACC9-10L2 | **Common Core Standard(s)**: ELACC11-12RL1, ELACC11-12RL2, ELACC11-12RL3, ELACC11-12RL9, ELACC11-12W4, ELACC11-12L1, ELACC11-12L2  |
| **Vocabulary: Unit 3****adversary, alienate, artifice, coerce, craven, culinary, delete, demise, exhilarate, fallow, harass, inclement, muse, negligible, perpetuate, precedent, punitive, redress, sojourn, urbane****abominate, acculturation, adventitious, ascribe, circuitous, commiserate, enjoin, expedite, expiate, ferment, inadvertent, nominal, noncommittal, peculate, proclivity, sangfroid, seditious, tenuous, vitriolic, wheedle** |
| **Vocabulary****Word definitions/****PowerPoint** | **Vocabulary****Synonyms/Antonyms** | **Vocabulary****Choosing the Right Word** | **Vocabulary****Complete the Sentence** | **Vocabulary Assessment** |
| **Grammar Sentences -****Punctuation/****Capitalization** | **Grammar Sentences -****Parts of Speech** | **Grammar Sentences –** **Parts of the Sentence**  | **Grammar Sentences –****Types of Sentences** | **Grammar Sentences –****Diagramming** |
| **Journal Topic:**What is on your Bucket List? | **Journal Topic:**Writing Time Continued | **Journal Topic:**Writing Time Continued | **Journal Topic:**Writing Time Continued | **Journal Topic:**Rough Drafts Completed |
| **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 | **Teacher Guided Read Aloud:** *Divergent* by Veronica Roth | **Teacher Guided Read Aloud:** *Divergent* by Veronica Roth |
| **Essential Question:** How does the author develop the reader’s understanding and feelings towards Lily and Rosaleen?What role does Nick, Tom, and Daisy assume in the story exposition? | **Essential Question:** How did people react to social and racial changes that occurred in the 1960’s?How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers’ interpretation?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Mini Lesson:**Lab 484**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Activating Strategy:**Lab 484**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**SW type the weekly journal writing using MLA format and rubric provided with weekly journal topics.**Differentiation:** Students’ writings are used for a portfolio progression of writing progress. These are analyzed on an individualized basis to reflect students’ growth and depth of knowledge with writing skills.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Resource/Materials:**Divergent, vocabulary, grammar sentences, *TSLOB, The Great Gatsby***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** No formal assessment at this time | **Essential Question:** What internal and external conflicts are faced by the characters in *The Secret Life of Bees*?How do Fitzgerald’s descriptions of geography and setting influence our understanding of character motivations and conflicts? | **Essential Question:** How does life in the 1960’s differ from life today?To what extent are the characters disillusioned or unsatisfied with their lives (e.g. their relationships, employment, social status, wealth, families, personal history, etc? | **Essential Question:** Why is it important to develop and enrich our vocabulary? |
| **Mini Lesson:**Introduce Writing topics and writing expectations. [www.youtube.com](http://www.youtube.com)Groundhog Day\*SW use a title\*No contractionsTalk about how to do introduction.\*TW show a writing example to model the required elements\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** TW share an example writing of “The Perfect Day” SW share their ideas prior to writing (**Brainstorming**)SW discuss the main characters in *The Great Gatsby*. SW identify main character traits reveal thus far in the novel. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lesson:**\*SW complete comprehension for Chapter 2– SW participate in a shared discussion of Chapter 2 discussing the connections between Rosaleen’s treatment and the story settingSW continue on Direct and Indirect Characterization projects\*SW work with a partner to seek evidence from reading to support their characterization analysis. As students dive into further analysis they will observe for characters develop throughout the story and make connections within the text.**Complete Chapter 2 reading/comprehension****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Resources/Materials**Divergent, vocabulary, grammar, writing topics, Power Point Unit 3, *TSLOB, The Great Gatsby,* Martha White Grits\*Independent/Lexile Level books renewed | **Mini Lesson:** Internal and External Conflicts - recorded in Literary terms – by sharing one example cited from their project work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** Students will name conflicts that they face, and then identify the ones that are internal and the ones that are external.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lesson:** SW complete direct and indirect characterization projects.TW begin Chapter 3 and work on comprehension questions. While reading TW stop and assist students with identifying internal and external conflicts that arise.SW read *The Great Gatsby* chapter 3. During reading students will begin to analyze the time period and the connection to the novel themes. (demise of wealth, desire for power, greed of new money)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, grammar sentences, *TSLOB, The Great Gatsby* | **Mini Lesson:** Review Internal and External Conflicts\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** SW discuss the treatment of Rosaleen and reflect on the difference and/or connections made in comparison to today’s society.SW discuss society’s opinion on adultery and division of class and the internal and external conflicts that the characters are facing.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**TW complete Chapter 3 and continue work on comprehension questions. While reading TW stop and assist students with identifying internal and external conflicts that arise.SW complete *The Great Gatsby* chapter 3. During reading students will begin to analyze the time period and the connection to the novel themes. (demise of wealth, desire for power, greed of new money) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Differentiation:**Students will read informational texts designed to their Lexile level. Text will be centered on novel study time periods. (60’s and 20’s) To assess comprehension students will respond with a constructive response using R.A.C.E. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, grammar sentences, *TSLOB, The Great Gatsby,* Martin Luther King article leveled 1000-1400, The 60’s ranging from 1200 to 1500 | **Lesson:**SW will complete weekly journal writing (edit for a title, no contractions, and opening paragraph)SW review vocabulary words prior to assessment**UNIT 4 VOCABULARY ASSESSMENT** PBIS – classroom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, *The Great Gatsby, The Secret Life of Bees*, vocabulary, comprehension questions, PBIS |
| **Differentiation:** Students are encouraged to work with a partner or independently to complete grammar and vocabulary.Power Point Unit 3 | **Differentiation:***Content/Process/Product:* *Grouping Strategy:* partner or independent | **Differentiation:***Content/Process/Product: Presentation Choice**Grouping Strategy:* partner or independent | **Differentiation:***Content/Process/Product:* Students’ writing  |
| **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  Knowledge obtained from current reading regarding main characters***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension/Prior knowledge of internal and external conflicts***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  No formative assessment to day***Summative:*** Unit 4 vocabulary assessed |
| **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:** daily work if not completed in class |

Resources and Reflective Notes: