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| **Grade Level** Black – 10/11Blue – 10thGreen – 11th | **Teacher/Room**: P. Barnard / B. Tippens Week of: February 9 – February 13, 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****No vocabulary this week (8 Period Registration Tuesday 2/10, Winter Break 2/13)** |
| **Journal Topic:**What do you like and not like about school? | **Journal Topic:**Writing Time Continued | **Journal Topic:**Writing Time Continued | **Journal Topic:**Writing Time Continued | **Journal 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 | **Teacher Guided Read Aloud:** *Divergent* by Veronica Roth | **Teacher Guided Read Aloud:**  |
| **Essential Question:** **How do attitudes reflect the treatment of black during the story period?****[\*Diagram Friday’s sentence]**Can social class be changed? | **Essential Question:** **Mini Lesson:****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Activating Strategy:**Students will discuss the criteria for:English 11/12Honors English 11/12AP English 11/12Creative Writing**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**SW register for 2015-2016 English Class and TW sign off registration form.2nd Semester Classes will use any additional time to work on weekly writing.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­\_\_\_\_\_\_\_****Resources/Materials****Differentiation:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Assessment :*****Formative:***  No formal assessment at this time***Summative:*** No formal assessment at this time | **Essential Question:** Why is an opening paragraph essential for paper organization and focus? | **Essential Question:** **How does the author use the setting to show the difficulties that minorities underwent during the story setting? What internal and external conflicts are they facing?**How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers’ interpretation? | **Essential Question:**  |
| **Mini Lesson:**Introduce Writing topics and writing expectations. Opening Paragraph\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** TW share an example writing of opening paragraph SW share their ideas prior to writing (**Brainstorming**)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lesson:**\*SW complete reading of chapter 3 and comprehension questions– SW participate in a shared discussion of Chapter 3 discussing the connections between Rosaleen’s treatment and the story settingSW recognize significance of setting (i.e., geography) within the text as indicative of the respective social class of those who live in those settings.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Resources/Materials**Writing topics, *TSLOB, The Great Gatsby*\*Independent/Lexile Level books renewed | **Mini Lesson:** COMPUTER LAB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** COMPUTER LAB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lesson:** SW TYPE FINAL DRAFT OF Groundhog Day writings.SW be assessed on use of MLA formatting, and their use of an opening paragraph.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, Groundhog Day rough draft | **Mini Lesson:** Define Internal and External Conflicts – add to Literary Terms [Language Notebook]\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** SW explore what challenges that Lily and Rosaleen continued to face, even after they ran away.SW review **Metaphors** - Metaphor is the broader term. In a literary sense metaphor is 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.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**SW share their favorite part of T.S.L.O.B. thus far. TW will dialect with students to emphasize important and key events.SW begin Chapter 4 in *T.S.L.O.B.* SW continue to note how characters deal with conflicts that arise within the storySW create metaphors and Similes with… Nick is as \_\_\_\_\_\_ as \_\_\_\_\_. Daisy acts \_\_\_\_\_\_. Tom is as \_\_\_\_\_ like \_\_\_\_\_\_\_\_\_. Gatsby is mysterious as \_\_\_\_\_\_\_\_.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, *TSLOB, The Great Gatsby* | **Lesson:**Winter Break**7673**Be safeBe ResponsibleBe Respectful\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:** |
| **Differentiation:** Students are encouraged to work with a partner or independently to complete grammar and vocabulary.Power Point Unit 3 | **Differentiation:** | **Differentiation:***Content/Process/Product: Presentation Choice**Grouping Strategy:* partner or independent | **Differentiation:** |
| **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  Ongoing knowledge of formal writing***Summative:*** MLA Format, open paragraph  | **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension/Prior knowledge of internal and external conflicts***Summative:*** No formal assessment at this time | **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 break! Be Safe, Enjoy, and Relax |

Resources and Reflective Notes: