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| **Grade Level**  Black – 10/11  Blue – 10th  Green – 11th | | | **Teacher/Room**:  P. Barnard Week of: January 20 – January 23, 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 2**  **adroit, amicable, averse, belligerent, benevolent, cursory, duplicity, extol, feasible, grimace, holocaust, impervious, impetus, jeopardy, meticulous, nostalgia, quintessence, retrogress, scrutinize, tepid**  **ameliorate, aplomb, bombastic, callow, drivel, epitome, ex officio, exhort, infringe, ingratiate, interloper, intrinsic, inveigh, lassitude, millennium, occult, permeate, precipitate, stringent, surmise** | | | | |
| **Vocabulary**  **Word definitions/PowerPoint**  **and**  **Synonyms/Antonyms** | **Vocabulary**  **Choosing the Right Word** | **Vocabulary**  **Complete the Sentence** | | **Vocabulary Assessment** |
| **Grammar Sentences -**  **Punctuation/Capitalization**  **and**  **Parts of Speech** | **Grammar Sentences –**  **Parts of the Sentence** | **Grammar Sentences –**  **Types of Sentences** | | **Grammar Sentences –**  **Diagramming** |
| **Journal Topic:**  What my phone (or -------) means to me. | **Journal Topic:**  Writing Time Continued | **Journal Topic:**  Writing Time Continued | | **Journal Topic:**  Computer Lab – MLA format final draft |
| **Instructional Strategies Used:** Group Read Aloud, Small Group, Independent, Pair and Share, Discussion, technology | | | | |
| **Day 1** | **Day 2** | **Day 3** | | **Day 4** |
| **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:**  What are the similarities and difference of Lily’s relationship with T-Ray and Rosaleen?  What role does Nick, Tom, and Daisy assume in the story exposition?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Mini Lesson:**  Introduce Writing topics and writing expectations.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Activating Strategy:**  SW brainstorm ideas to develop their writing. Ideas will be charted on board.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Lesson:**  SW be given time to complete grammar, vocabulary, and begin their weekly journal topic. TW continue to assist with notebooks and organization that will help students throughout the term.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Resources/Materials**  Divergent, vocabulary, grammar, writing topics, Power Point Unit 2  \*Independent/Lexile Level books renewed  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Differentiation:** Students are encouraged to work with a partner or independently to complete grammar and vocabulary.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Assessment :**  ***Formative:***  SLO’s  ***Summative:*** No formal assessment at this time | **Essential Question: Continued**  What are the similarities and difference of Lily’s relationship with T-Ray and Rosaleen?  What role does Nick, Tom, and Daisy assume in the story exposition? | **Essential Question:**  How does the story setting effect the treatment of Rosaleen?  How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers’ interpretation? | | **Essential Question:**  What is MLA and how does it affect my learning?  How do Fitzgerald’s descriptions of geography and setting influence our understanding of character motivations and conflicts? |
| **Mini Lesson:**  Guided Lesson – Create a Venn Diagram of Rosaleen and T-ray that reflects on their parenting skills.  SW begin to analyze the main characters of TSLOB using evidence and inferences from the story.  SW discuss the main characters introduced thus far within the story.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activating Strategies:**  SW give their opinion, based on evidence, about each character.  SW will discuss their general opinion of each character based on present reading.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Lesson:**  \*SW continue reading in Chapter one and begin to make annotations regarding the characters and important details.  \*SW work with a partner to seek evidence from reading to support their character opinions. As students dive into further analysis they will observe for characters develop throughout the story and make connections within the text.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Divergent, vocabulary, grammar sentences, *TSLOB, The Great Gatsby* | **Mini Lesson:**  SW explore how Lily was disciplined and the treatment of Rosaleen.  SW discuss what the characteristics of a central theme? Symbols  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Activating Strategies:**  Students may volunteer to try out a Martha White punishment.  SW discuss society’s opinion on adultery and division of class.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Lesson:**  \*SW complete comprehension for Chapter 1 and begin Chapter 2 reading. – SW began to identify the rising action and conflicts (internal and external) that have risen throughout the text thus far.  \*SW complete comprehension for chapter 1, continue annotations, and begin chapter 2 independent reading and annotations.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Divergent, vocabulary, grammar sentences, *TSLOB, The Great Gatsby,* Martha White Grits | | **Lesson:**  **UNIT 2 VOCABULARY ASSESSMENT**  SW work independently in the computer lab to type a final draft of their weekly writing. All work will be done in MLA format.  Labs:  PBIS - gym  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Resource/Materials:**  Divergent, vocabulary, *The Great Gatsby, The Secret Life of Bees*, vocabulary, comprehension questions, |
| **Differentiation:**  *Content/Process/Product:* Students’ products will vary according to their individual understanding of collecting evidence and making connections with annotations.  *Grouping Strategy:* partner or independent | **Differentiation:**  *Content/Process/Product: Presentation Choice*  *Grouping Strategy:* partner or independent | | **Differentiation:**  *Content/Process/Product:* Students’ work will demonstrate their individual level of writing and use of MLA. TW provide constructive feedback with glows and areas to grow.  *Grouping Strategy:* Independent |
| **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  ***Summative:*** No formal assessment at this time | | **Assessment :**  ***Formative:***  Completion of rough draft of weekly writing topic  ***Summative:*** MLA – writing journal final draft  **\*SW submit handwritten and type writings** |
| **Homework:** daily work if not completed in class  SW complete Chapter 1 reading of *The Great Gatsby* | **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: