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| **Grade Level** Black – 10/11Blue – 10thGreen – 11th | **Teacher/Room**: P. Barnard Week of: January 12 – January 16, 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 1****adulterated, ambidextrous, augment, bereft, deploys, dour, fortitude, gaped, gibes, guise, insidious, intimation, opulent, pliable, reiterate, stolid, tentative, unkempt, verbatim, warily****assuage, approbation, coalition, elicit, decadence, expostulate, hackneyed, hiatus, innuendo, intercede, jaded, lurid, meritorious, petulant, prerogative, simulating, transcends, unctuous, umbrage** |
| **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:**SW select what weekly journal topics they would like to write about. | **Journal Topic:**Begin week of January 20 | **Journal Topic:**Begin week of January 20 | **Journal Topic:**Begin week of January 20 | **Journal Topic:**Begin week of January 20 |
| **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: SLO’s** What significant events occurred throughout the Roaring 20’s?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Mini Lesson:****SLO’s**SW complete “Roaring 20’s Project –Review Rubric**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Activating Strategy:**SW complete the anticipation guide and present the roaring 20’s findings**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:*****SLO’s***Students will go to 1st lunch during 3rd block to accommodate the testing schedule.\*Last day to turn in *Winter Dreams* for full credit. – Circle discussion\*SW work on a partner project by researching the Roaring 20’s. Partners will create a poster that demonstrates an understanding of that time period. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Resources/Materials**Divergent, vocabulary**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Differentiation:** Independent Project Choice**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Assessment :*****Formative:***  SLO’s***Summative:*** No formal assessment at this time | **Essential Question:** What significant events occurred throughout the 60’s?What significant events occurred throughout the Roaring 20’s? (Continued) | **Essential Question:** What significant events occurred throughout the 60’s? (continued)Why is organization important? | **Essential Question:** What are allusions and how are they used in literature?What symbols does Scott Fitzgerald use in *The Great Gatsby?* | **Essential Question:** What symbol does Sue Monk Kidd use in *The Secret Life of Bees*?How do annotations help the reader make connections within the text? |
| **Mini Lesson:** Introduce notebooks, vocabulary, grammar, independent bell work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** [www.youtube.com](http://www.youtube.com)Batman and RobinCharlie Chaplin and the Lion\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Lesson:** \*SW work on a partner project by researching the 60’s. Partners will create a poster that demonstrates an understanding of that time period. \*SW continue research project.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, grammar sentences, poster board, markers | **Mini Lesson:** Review Vocabulary and Grammar Expectations with identifying the parts of speech\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** Questioning: What are some significant events from the 60’s? Questioning: What are some significant events from the 20’s? **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**\*SW begin looking at ALLUSIONS used throughout *The Secret Life of Bees*\*SW complete research project.\*SW complete research projects and submit for a grade.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, grammar sentences, poster board, markers | **Mini Lesson:** Review Vocabulary and Grammar Expectations with identifying the parts of the sentence**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Activating Strategies:**SW attempt to guess a variety of 60’s jargon terms[www.youtube.com](http://www.youtube.com)SW view *The Great Gatsby* movie trailer**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**\*SW complete ALLUSIONS worksheet and discuss the various usages.\*SW work on Vocabulary and review discussion questions in Chapter 1\*TW read Chapter 1 to students to engage students in *The Secret Life of Bees* novel study.\*SW work on vocabulary for chapters 1-3 of *The Great Gatsby*\*SW begin ready chapter 1 and complete comprehension questions\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, *The Great Gatsby, The Secret Life of Bees*, vocabulary, comprehension questions, | **Mini Lesson:** Review Vocabulary and Grammar Expectations with identifying sentence Type and Diagramming the sentence\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Activating Strategies:** How can students use annotations to learn about the main characters and various symbols within an extended text?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Lesson:**\*SW complete Chapter 1 if necessary and begin making annotation on the characters and the bees\*TW review Chapter 2 vocabulary and questions.\*SW begin Chapter 2\*Vocabulary Assessment Unit 1 – Open Notes\*SW continue reading and begin to make annotations on symbols and main characters in *The Great Gtasby*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Resource/Materials:**Divergent, vocabulary, *The Great Gatsby, The Secret Life of Bees*, vocabulary, comprehension questions, Vocabulary Unit 1 Test |
| **Differentiation:***Content/Process/Product:**Grouping Strategy:* partner or independent | **Differentiation:***Content/Process/Product: Presentation Choice**Grouping Strategy:* partner or independent | **Differentiation:***Content/Process/Product: Organizer Choice**Grouping Strategy: individual or small group, independent read or read to* | **Differentiation:***Content/Process/Product: Organizer Choice**Grouping Strategy: individual or small group, independent read or read to* |
| **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** Roaring 20’s project60’s research project | **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** No formal assessment at this time | **Assessment :*****Formative:***  Ongoing knowledge of vocabulary and comprehension***Summative:*** Vocabulary Assessment Unit 1Vocabulary Assessment Unit 1 |
| **Homework:** SLO’s testing – no homework | **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 |

Resources and Reflective Notes: