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| **Grade Level**  Black – 10/11  Blue – 10th  Green – 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 Robin  Charlie 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 project  60’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 1  Vocabulary 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: