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| **Date: September 29-October 3, 2014** | | | | | | | **Teacher: Sue Finley** | | | **Grade: 7th** | | | | Subject/ Unit: ELA/Review | | | | | | |
| **GPS**: ELACC7RI6 & RI1—Determine author’s purpose & cite evidence and draw conclusions | | | | | | | | | | | | | | | | | | | | |
| **Essential Question(s): How can I determine the author’s purpose? How can I draw conclusions by citing textual evidence?** | | | | | | | | | | | | | | | | | | | | |
| **Vocabulary: Plot, setting, exposition** | | | | | | | | | | | | | | | | | | | | |
| **Activating Learning Strategies:** | | | | | | | | | | | **Cognitive Teaching Strategies (the actual lesson):** | | | | | | | | | |
| Anchor Chart | | | | Structured Notes | | | | | 5-3-1 | | Lecture | | | | | Graphic Organizer | | | | Poems, Rhymes, Lyrics |
| KWL | | | | Possible Sentence | | | | | Think-Pair-Share | | Reading | | | | | Pictograph | | | | Acronyms/Word Links |
| Survey | | | | Concept Map | | | | | Vocab. Overview | | Model | | | | | Diagram | | | | Hands-on |
| First Word | | | | Frayer Model | | | | | Brainstorm | | Mind Map | | | | | Visual Chain | | | |  |
| Word Map | | | | Anticipation Guide | | | | | Brainstorm & Category | | Other | | | | |  | | | |  |
| Word Splash | | | | Draw and Picture | | | | | Circle Map | |  | | | | |  | | | |  |
| KWL Plus | | | | Directed Rdg/Thinking Act | | | | | Other | |  | | | | |  | | | |  |
| **Procedural Content –**  **Application / Activity** | **Monday, September 29** | | **Tuesday, September 30** | | **Wednesday, October 1** | | | | | | | | **Thursday, October 2** | | | | | **Friday, October 3** | | |
|  | Warm-up: DOL  Group read: “Gymnastic Dreams”  Quizzes:  Connotation & Denotation  Dep & Ind Clauses | | Warm-up: DOL  Using Readworks.org Lexile-leveled reading passages, students will evaluate three different passages written about the same topic but for different purposes. (cont’d) | | Warm-up: DOL  Using Readworks.org Lexile-leveled reading passages, students will evaluate three different passages written about the same topic but for different purposes. | | | | | | | | Warm-up: DOL  Students will compare and contrast reading passages in essay. | | | | | DOL quiz & RTI  OAS & Study Island testing | | |
| **Reteaching, Enrichment, Acceleration:**  **Brain Pop for early finishers**  **Holt online interactive quizzes**  **Study Island**  **Tasks** | | | | | | | | **Assessment:**  Rubric -Task  Other quiz  Formal -TEST or TASK | | | Questioning  Informal | | | | **Differentiation:**  **\*Assignments, quizzes, tests, and tasks are differentiated by level of difficulty based on information/ teacher observation( A- Low, B- medium -C- high)**  **\*Small group instruction**  **\*Hands on manipulatives** | | | | | |
| **Summarizing:** | | Ticket Out the Door | | | | | | Study Cards | | | 3-2-1 | | | | + - Interesting | | | | Pass out of class | |
|  | | The Important Thing | | | | | | Exit Cards | | | Learning Log | | | | Teacher Questions | | | | Other | |
| **Extending and Refining:** | | | | | | | | | | | | | | | | | | | | |
| Cause and Effect | | | | | | Compare and Contrast | | | | | | Analyzing | | | | | Inductive Reasoning | | | |
| Classifying | | | | | | Writing Prompt | | | | | | Error Analysis | | | | | Deductive Reasoning | | | |
| Abstracting | | | | | | Constructing Support | | | | | | Other- Solving | | | | | | | | |