**Georgetown Middle School**

**Weekly Instructional Plan**

Teacher Grade Subject Unit Dates

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| C. Dawson | 7 | ELA | Bold Actions | 10-2 through 10-6 |

Standard(s): Indicator(s):

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| * ***RL.5.1*** *Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as drawn from the text.* * ***RL.8.1*** *Analyze how setting shapes the characters and/or plot and how particular elements of a narrative interact; determine the impact of contextual influences on setting, plot, and character.* * ***RL.12.1*** *Analyze how complex text structures in prose contribute to the development of setting* * **RL.9.1** * *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact* * ***W1.4*** *Demonstrate the command of conventions of English grammar and usage when speaking and writing* * ***\*\*\*The teacher will prioritize THREE conventions to teach based on diagnostic writing assignment.*** * ***W1.5*** *Demonstrate the command of standard English capitalization, punctuation, and spelling when writing.* * ***\*\*\* Teacher will prioritize THREE conventions to teach based on diagnostic writing assignment*** * ***W1.1d*** *Use an organizational structure that provides unity and clarity…* * ***W1.1h*** *Establish and maintain a formal and objective style* * ***C1.2*** *Participate in discussion; ask probing questions and share evidence that supports and maintains the focus of the discussion* * ***RL.5.1*** *Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as drawn from the text.* * ***RL.8.1*** *Analyze how setting shapes the characters and/or plot and how particular elements of a narrative interact; determine the impact of contextual influences on setting, plot, and character.* * ***RL.12.1*** *Analyze how complex text structures in prose contribute to the development of setting* * ***RL.9.1*** * *Determine the figurative and connotative meaning of words and phrases as they are used in text; analyze the impact* * ***W1.4*** *Demonstrate the command of conventions of English grammar and usage when speaking and writing* * ***\*\*\*The teacher will prioritize THREE conventions to teach based on diagnostic writing assignment.*** * ***W1.5*** *Demonstrate the command of standard English capitalization, punctuation, and spelling when writing.* * ***\*\*\* Teacher will prioritize THREE conventions to teach based on diagnostic writing assignment*** * ***W1.1d*** *Use an organizational structure that provides unity and clarity…* * ***W1.1h*** *Establish and maintain a formal and objective style* * ***C1.2*** *Participate in discussion; ask probing questions and share evidence that supports and maintains the focus of the discussion* | * embedded in the standards |

Essential Question(s):

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| * **What is Risk? How far is too far? How do we define our vocabulary so that we understand it as more than a word? How do we make inferences in our independent reading? How do we find “proof” to cite textual evidence?** |

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| **Day** | **Lesson Objectives & Concept**  **(TSWBAT…)** | **Methods/Activities**  **(Hook/Starter/Review)**  **(Lesson Procedures: I do/We do/You do)** | **Instructional Strategies**  **(Include Grouping & Differentiation)**  **(Real World Connection)** | **Closure:**  **Assessment/Homework** | **Materials & Notes** |
| **Monday** | * Understand inference and how to look for clues in reading for evidence | **Warm-up:** No Red Ink(check for grade from previous week  **Hook:**Have you ever been surprised by someone and their courage?  **I do:** Assign Close Readers  **We do:** Listen and read “Big Things Come in Small Packages”  **You do: Underline words you don’t know as you read** | * Discussing what makes but us different but the same. * Beginner ESOL student pair with other ESOL student for translation and work on language acquisition skills as needed. Accommodations are made for 504 and IEP. Peer tutoring and/or help with notes as needed. | * No Red Ink notebook grade * T/O * Homework: Write a thank you note to the speaker: Keith Deltano | -  Promethean Board with audio  Close Readers  writing utensils  highlighters  notebook |
| **Tuesday** | * Understand inference and how to look for clues in reading for evidence | **Warm-up: No Red Ink**  **Hook:**  Who do you know that is like Tate?  **I do:** Review what we have learned  **We do:**  **You do: Continue Close Reader story and continue to underline words and phrases you may not understand.** | * Talking with students, allow their input, turn and talk about BOLD ACTIONS. Beginner ESOL student pair with other ESOL student for translation and work on language acquisition skills as needed. Accommodations are made for 504 and IEP. Peer tutoring | * T/O | -  Promethean Board with audio  Close Readers  writing utensils  highlighters  notebook |
| **Wednesday** | * Understand inference and how to look for clues in reading for evidence | **Warm-up: No Red Ink**  **Hook:** Do you Believe Tate and why?  **I do:** Library 1st half  **We do:** Independent reading and recording. Teacher talks with individual students concerning their reading logs  **You do:** | * Talking with students, allow their input, turn and talk about BOLD ACTIONS. Beginner ESOL student pair with other ESOL student for translation and work on language acquisition skills as needed. Accommodations are made for 504 and IEP. Peer tutoring | * Reading logs will be graded on Friday. * Homework:   Write a well written paragraph on how you felt about the end of the story. Were you surprised? How can you relate to the main characters? | Promethean Board with audio  Close Readers  writing utensils  highlighters  library books  notebook and reading logs |
| **Thursday** | * Analyze and synthesize questions from Close Reader Story and cite evidence- also understand story vocabulary words as used in context and plot graph terminology | **Warm up: No Red Ink**  **Hook:** Who feels like Tate did when he was small? What about the girl?  **I do:** Reinforce the importance of Close reading and what is needed  **We do:**  **You do: Complete Close reader questions and comments in small groups** | * Talking with students, allow their input, turn and talk about BOLD ACTIONS. Beginner ESOL student pair with other ESOL student for translation and work on language acquisition skills as needed. Accommodations are made for 504 and IEP. Peer tutoring | * T/O * Quiz grade for Close Reader questions and answers | Promethean Board with audio  Close Readers  writing utensils  highlighters  notebook |
| **Friday** | * Analyze and synthesize questions from Close Reader Story and cite evidence- also understand story vocabulary words as used in context and plot graph terminology | **Warm-up: No Red Ink**  **Hook:** How was the climax of this story similar to Rogue wave?  **I do:** Check Close Read notes  **We do:**  **You do:**  Begin writing vocabulary from story and studying for test next Tuesday or Wednesday..  *Monday will be presentations from Paper Slide Videos* | * Talking with students, allow their input, turn and talk about BOLD ACTIONS. Beginner ESOL student pair with other ESOL student for translation and work on language acquisition skills as needed. Accommodations are made for 504 and IEP. Peer tutoring | * Quiz grade for Close reader notes and comments * Test grade next Wednesday for story * [test for Big Things come in Small Packages](https://www.quia.com/quiz/5961281.html) | Promethean Board with audio  Close Readers  writing utensils  highlighters  notebook |
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