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| John Green Reading 7th grade | Mon. 2/5/18 | Tues. 2/6/18 | Wed. 2/7/18 | Thur. 2/8/18 | Fri. 2/9/18 |
| Essential Question | No school. | Why is it important to make to use proper reading strategies when answering questions? | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target |  | I will use proper reading strategies to answer questions more accurately. | I will be able to develop a theme and continue to analyze the characters as they evolve. | I will analyze and answer questions to the best of my abilities for my individual reading assignments. | I will do my best on my monitoring activities. |
| Bell-ringer |  | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. |
| KCAS Standard or  CC# & DOK Level  (full text) |  | RL.7.4 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence.RL.7.4 Determine the theme…RL.7.5 Analyze how a poem’s form or structure contributes to its’ meaning. | RL.7.4 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence.RL.7.4 Determine the theme…RL.7.5 Analyze how a poem’s form or structure contributes to its’ meaning. | RL.7.4 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence.RL.7.4 Determine the theme…RL.7.5 Analyze how a poem’s form or structure contributes to its’ meaning. | RL.7.4 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence.RL.7.4 Determine the theme…RL.7.5 Analyze how a poem’s form or structure contributes to its’ meaning. |
| Instructional Strategy/Activity |  | Students will finish the Read 180 assignment and take the end of the unit quiz if not finished yesterday. Those already finished will read independently while others finish.  Answers will then be checked with the whole group and graded. If time allows the poem analysis unit will be introduced. Students will be put into three different groups to work on the poem analysis identifying theme, main idea, and unfamiliar vocabulary. | The poem analysis unit will be introduced or continued depending on the progress from yesterday. | Students continue their work on poem analysis from yesterday. When groups are finished, the poems will be read in class and students thoughts shared as a whole group. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  | Teacher will rotate and make sure assignment is understood and being done properly. | Teacher will rotate and make sure assignment is understood and being done properly. | Teacher will rotate and make sure assignment is understood and being done properly. |  |
| Critical vocabulary |  | Varied depending on their reading passages. | Varied depending on their reading passages. | Varied depending on their reading passages. | Various words from student’s individual monitoring assignments. |
| Summative Assessments |  | Unit test from Read 180 book. |  |  |  |