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| John Green Reading 7th grades | Mon. 5/28/18 | Tues. 5/29/18 | Wed. 5/30/18 | Thur. 5/31/18 | Fri. 6/1/18 |
| Essential Question | No school. | 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 make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target |  | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. |  I will do my best on my monitoring activities. |
| Bell-ringer |  | Use the word rat in a sentence as it relates to the short story “Three Skelton Key”. | What is the difference between justice and revenge? | “Bargain” the short story will be read. | “Bargain” the short story will be read. |
| KCAS Standard orCC# & 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 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 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 and Determine the meaning of words and phrases and how they are used in the text. RL.7.1 Cite pieces of textual evidence. |
| Instructional Strategy/Activity |  | Students will as a whole group do the vocabulary development page on the story “Three Skelton Key” they read last week. Students will do the word challenge related to the Read 180 workshop dealing with child labor. They will then take an open book quiz on the workshop. Two students are working out of the System 44 book to help them with their individualized reading deficits. If time allows we will start a discussion and reading of the short story “Bargain” by A.B. Guthrie. | Students will pick between three graphic novels to read in groups of two and report back to the class on its’ story and message. | Graphic novels will continue to be read as small groups and at short intervals, students will explain them to the rest of the class. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  | Teacher observation. | Teacher observation. |  | Teacher observation. |
| Critical vocabulary | Benefit, economy, international, labor, produce | Solidarity, camaraderie, indignant, scorn, gesture, coup, astonished, pilfer, apprentice | Solidarity, camaraderie, indignant, scorn, gesture, coup, astonished, pilfer, apprentice |  |  |
| Summative Assessments |  |  |  |  |  |