**Weekly Lesson:** Fay

**Class:** Gen Ed ELA

**Dates – October 7 – October 11, 2013** - Week 9

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|  | Monday | Tuesday | Wednesday  | Thursday | Friday |
| **SKS:** | Reading Plus | TSW analyze a story for the author’s use of suspense and write a paragraph citing textual evidence; TSW evaluate the theme across several short stories and apply it to the unit’s significant concept by creating a poster. |  TSW analyze theme and central idea by researching a strange and mysterious case, relating it to a story and presenting details.  | TSW analyze and break down their informational and literary sources by highlighting information and answering questions. | Finish researching their topic by completing the checklist and develop a claim statement to explain their mystery. |
| **I do:** |  | Teacher demonstrated how to write a response to literature paragraph this unit for “The Landlady” and “The Monkey’s Paw.” | Provide a research checklist and review the project. |  Provide instructions via SMART notebook. | Review checklist with students and how to produce a claim statement. |
| **We do:** | \ | Wrote a response using a template and a checklist/rubric; Guided questions for the theme poster. |  |  |  |
| **You do:** |  | Analyzed “The Lottery” for the author’s use of suspense and will be given time to rewrite their paper. | Work with a partner to research a mysterious case and a story. |  Work with their partner, reading, highlighting their texts. Also, answering questions based upon each type of text. | Students may begin creating their presentation via powerpoint, display board, or essay. |
| **Assessment/****Closure:** | Reflection worksheet | . Final draft of the rewrites for the response to literature for “The Lottery” and the theme posters | .download 3 articles regarding a strange and mysterious case and a story relating to it. | .Exit ticket: Articles highlighted, read and analyzed. | Exit ticket: questions answered for literary and informational sources. |