**Weekly Lesson:**  Fay

**Class:** Gen Ed LA

**Dates:** November 4 – November 8, 2013

**Objective:** TSW analyze informational text by completing an inductive activity, completing a close read, and answering scaffolded questions.

Bell Work Focus: Use of commas with appositive phrases.

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|  | Monday | Tuesday  | Wednesday  | Thursday | Friday |
| **I do:** | Introduce new Unit | Model a word sort inductive activity with “The Horrible Pirate” |  Model a Close Read activity;  |  | Show video; give directions for assessment |
| **We do:** |  |  |  | Scaffold questions and answers for “The Gettysburg Address.” |  |
| **You do:** | Connect with the text by journaling and making a class quilt by drawing a symbol of what it means to be an American and explaining it with words on an 8 X 11 piece of paper. | Finish section of quilt; complete the word sort inductive activity on “The Gettysburg Address;  | Close read “The Gettysburg Address” and complete 7 tasks. | Each student writes down the answers on a separate sheet of paper. | Take assessment. |
| **Assessment/****Closure:** | Share and explain your quilt section with a partner |  Word Sort Worksheet. | Close Read Worksheet | How did answering questions at these multiple levels help you understand “The Gettysburg Address.” | M.C. assessment and 3-2-1 written assessment. |