**Weekly Agenda and Homework**

**September 12 – 16, 2016**

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| **Monday September 12** | **Tuesday, September 13** | **Wednesday, September 14** | **Thursday, September 15** | **Friday, September 16** |
| Share and discuss quick write from Friday.Quick write: make a quick list of something of your choice (include at least 5-7): For example, you can create a list on something you believe you are an expert on, best events in your life, worst events in your life, favorite words, etc. Place a star or highlight things on your list you could write more about. *What is Plot? PowerPoint*Read over and discuss the Unit Plan for Animal Farm. *Class*: What do you believe equality means? Is it a good thing? (write) Create the vocab chart and answer the same question for the following vocab words: *Abnormal, Alike, Assimilation, Disability, Equality, Intelligence, Handicap, Happiness, Justice, Life, Liberty, and Responsibility* *Grammar: Semicolon* “The deputy told me to empty my pockets: two quarters, a penny, a stick of bubble gum, and a roll of grip tape for my skateboard.” *PowerPoint-semicolon*Vocabulary- Worldly wise Lesson 1- students copy down the words with their definitions. 4- Column Note Strategy – mini Lesson Dialogue journal: students are to fold paper in 4. * Column 1: list one or two quotes from the text
* Column 2: why did you chose this quote
* Now exchange with a partner
* Column 3: what did you learn from reading your peers thinking?
* Column 4: what did you learn from the response your peer gave you?

Distribute 9/11 article: *Commemorating 9/11 – 15 years later*read on own AnnotatePare and share Discussion Social Studies: Lesson 1  What was America Like in the 1770’s? –  What do you think? Quick write PowerPointWhat was your high today what was your low? | Check HomeworkQuick Write: Maybe you’re too young to remember the actual events of 9/11. You are not immune to the ripple effect, though. Write about how the September 11th attack continues to affect even those who have no memory of that day.4- Column Note Strategy – mini Lesson Dialogue journal: students are to fold paper in 4. 1. Column 1: list one or two quotes from the text
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2. After each paragraph or section of the text write down the important information.
3. With 3- 4partner and see if they missed anything- if they did add it to their notes.
4. With partner write out all the important notes from each paper on a large sheet to post in the room.
5. In silent, students are to walk around in different station to see what his/her other peers wrote. If missing need to add.
6. Class discussion on all the notes that were taken.

Animal Farm Unit Continued: 1. The Declaration of Independence.
2. Silently read the expert. Underline any word or term they recognize.
3. POST-IT PRIOTITIZING strategy.

Classroom discussion based on the following focus questions. a) What is meant by the terms “life” , “liberty”, “pursuit of happiness”?b) Do we have all these things right now in our society today? Why/why not?c) What are some examples of how we in our society have life/liberty or pursue happiness?d) What are some examples of people who do not have these things?e) What kind of equality do we have today? What are we doing to keep it?f) What can we, as the public, do to foster equality?g) What is assimilation? Is it a good thing?h) How does society attempt to keep people alike?i) Do you choose to be like others? Why/why not?j) Why do humans have this desire to be like one another? Is it good or bad?Grammar: Semi colon. Continued.Social Studies: L1 continued  | Check Homework  Quick write: “8 based on the title, what prediction can you make about this short story? Why do you think this?Take 4- Column Notes. \*\*\*Pay attention to each character’s physical characteristics and details. Also compare and contract characters. Prompt: what do you learn about the characters from their squabbles with each other?On a poster paper create a plot diagram with a summary of all the key events. Must use quotes and reference each. In addition- comparing and contrasting both characters. Individually: answer the following questions in cornel response- use text evidence to support your answer and make sure to cite.  1. Who does the old woman see walking down the street? What is her first impression of him? (Use direct phrasing from the story to support your answer.)2. Describe Mr. Shiftlet’s physical appearance. (Use direct phrasing from the story to support your answer.) |  |
| Homework 1. Vocab Lesson 1: Copy down vocab words with definition in vocabulary notebook – due Friday
2. Vocab quiz- Friday
3. In cornel response, complete part 1A Finding meanings in Vocabulary Notebook.
4. Respond to the following question with a complete paragraph. Make sure to use text evidence to support your answer.

Today’s is a human interest news story. Human interest stories differ from the regular news – they are sometimes referred to as “the story behind the story.“ The major news articles of the day tell of important happenings. Human interest stories tell of how those happenings have impacted the people or places around the story. Fifteen years after 9/11, do you think this human interest story is newsworthy? Why or why not? | Homework* Vocab L. 1: 1B and 1C
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Vocab quiz- Friday | Homework1. Vocab L1 part 1D- word study
2. Article Questions: 6 and 7.
3. Reading log 30min + summary
4. Vocab quiz- Friday
5. Vocab definitions-due Friday
 | Homework1. In cornel response answer the following questions that pertain to the short story, “the life you save may be your own”
2. What is wrong with the woman’s daughter? How do you know? Find specific text support to back up your answer.
3. Describe the daughter.
4. What personality traits are suggested by the description of Mr. Shift let’s “pale sharp glance?”
5. What do the character’s names suggest about their personalities?
6. Week 2 quiz: study the following: Vocab words, elements of plot, comma, colon and semi colon, “the life you save may be your own.”
7. Reading logs 120 minutes + 4 summaries
8. Personal Journals
9. Vocabulary words with definitions.
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