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| November | 2013 |

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| Monday | Tuesday | Wednesday | Thursday | Friday |
|  |  |  |  | End of Quarter One 1 |
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| Word of the Day: Brood 4 | 5 | Word of the Day: Calamity 6 | Word of the Day:Congruent 7 | Word of the Day: Impose 8 |
| Goal: Students understand classroom expectations for quarter 2SyllabusWrite Goal LetterSilent Reading Assignment | No School | Goal: Students will understand how to organize a persuasive essay.Students will organize the elements of a persuasive paper. Then we will look at an example of a persuasive paper. I will highlight the elements we previously went over on the board as the students highlight their own papers.  | Goal: Students will analyze how and why a persuasive essay is organized a certain way.Group activity: Students will organize the most important components of a persuasive essay. Once they have correctly organized the key component, I will give them the entire essay. They will highlight the components with the same color code as used the day before.  | Goal: Students can analyze the good and bad in a persuasive paper.Cont. group activity. Once the students complete highlighting their essays, they will post the essay on the board and talk the class through how to properly highlight the essay. We will rate the essay as a class and discuss what could be changed to make it better. |
| Word of the Day: Overt 11 | Word of the Day: digression 12 | Word of the Day: divergent 13 | Word of the Day: exasperation 14 | Vocab quiz 15 |
| Goal: Students will engage in silent reading and understand the components of the writing process.After 10 minutes of silent reading, students will partake in the first day of writer’s workshop. Today’s workshop will consist of a class “chalk Talk” on each component of the writing workshop and what each one means.  | Goal: Students will begin brainstorming their own persuasive write. Cont. group projects if needed. I will model on the board T-chart of a persuasive paper. Students will take notes and help me complete the model. When we are done with the model I will display different persuasive essay topics. Students will choose a topic and begin their own T-chart. Once students finish their T-chart, they must get teacher signature to move on to next step. | Goal: Students can write a persuasive essay. Students will begin writing their rough draft. Walk around to be sure they are on the right track. After each paragraph, students must highlight their own essays as previously demonstrated before.  | Goal: Students can be sure to include all components of a persuasive essay. Cont. rough draft, Once draft is completed (with all highlights) Students will bring me their draft and checklist. I will check off their rough draft and partner them up with another student with a finished draft. They will go over each other’s papers and fill out a checklist to be sure they have everything. Once this is completed they will begin their final draft.  | Goal: Students will finish writingStudents will take a vocab quiz. When finished they will continue their final essays.  |
| Word of the Day: impetuous 18 Goal: Students will partake in the pre-writing portion of the writing process and engage in silent reading.Students will read a book for 20 minutes. Then, students began a creative write with the writing process. | Word of the day: apathy 19Goal: Students will begin to understand the idea of the Romanticism era.Students will watch a short clip on Romanticism. Short class discussion about the traits and possible connections to those traits. Students will divide into 4 groups. Each group will have a different topic on Romanticism. Groups are in charge of researching their topic and teaching the class what they have found. | Word of the day: haughty 20Goal: Catch up on missing work.Students will make up any missing assignments or complete silent reading project. | Word of the day: Scrutinize 21Goal: Put together a presentation.Students will put together a presentation of their findings from Friday. The way they choose to present their information is up to them. | Word of the day: debacle 22Goal: Present information logically.Students will present their findings. If time, we will begin the Dr. Suess activity. This activity will help students understand the 4 questions we will use during more difficult short stories of the Romanticism era |
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| Word of the day: aloof25 | No word of the day26 | 27 | 28 | 29 |
| Goal: Students will continue creative writing.Students will read for 20 minutes and then write for the remainder of the day.Parent Teacher Conferences: 5-8:30 | ½ day: hours 4,5,6Silent reading; possible writing. Give students choiceParent Teacher Conferences: 1:00-3:30 & 5-7:30 | No School | **Happy Thanksgiving** | No school |
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