**Weekly Lesson:** Griffin

**Class:**  Aims Academy

**Dates:** November 4-8

Focus: Writing with textual evidence and explanation.

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|  | Monday | Tuesday | Wednesday  | Thursday | Friday |
| **SKS:** |  TSWAT complete a writing prompt with textual evidence and explanation using a graphic organizer and *Daniel’s Story* and a checklist. -TSW complete Daniel’s Story part 1 assessment |  TSWAT complete a writing prompt with textual evidence and explanation using a graphic organizer and *Daniel’s Story.*-TSW begin part 2 of Daniel’s Story (chapter 5).  | TSW evaluate the risks and rewards of using a social networking site by reading and answering analytical questions on page 28-31 of Rbook.  -TSW finish chapter 5 reading and work.  | TSW analyze and discuss the features of a model debate to determine its effectiveness/ collaborate to justify arguments with notes for examples and facts. * Comprehension skills test on page 32-33

-TSW finish chapter 5 reading and work./ They will choose 1 photo and make it an artwork.  | Reading + |
| **I do:** | Explain what textual evidence means/why it’s important/ how to retrieve it in a text.  | See Monday/Review | 1. Teacher discussion/think aloud: “a social networking site is a collection of pages created by users, it contains pictures, comments and information about the people who created the pages. Often much of the information is written w/o using complete sentences. To make sure I read everything I will read the page from left to right and top to bottom.”
2. Read page 29—check for understanding. “Whom does Lynch help?” “How might Lynch use security cameras or GPS in a cell phone to solve crimes?” “which of Lynch’s responsibilities do you think is most important? Why?
 | Show students a model debate about neighborhood watch.  |  |
| **We do:** | The teacher will pose the question: “How was Daniel’s handling all the change around him, how would he pass time?” Refer to page 33. Teacher will write written response  | See Monday | 1. Read page 28 in pairs
2. Circle personal information of the page’s creator.
3. Star the comments.
 | Analyze the model of a debate on page 30. 1. The surveillance situation at school (is/is not)\_\_\_. One major issue is that\_\_.
2. One benefit of having (more/less) surveillance at school is \_\_\_.
3. State your position.
4. State your position.
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| **You do:** | Students will receive a graphic organizer and complete the following written prompt: “In a well written paragraph, describe what the Hitler Youth uniform symbolizes for Daniel when he puts it on, use two pieces of textual evidence to support your answer” |  In part one of Daniel's Story, the protagonist is deported. Where is he deported to and how does he feel about it? Use two pieces of textual evidence to support your answer. | Complete questions on page 28, 29, | In groups students will complete page 31 depending on their view on the topic of more surveillance at school.  |  |
| **Assessment/****Closure:** | Question: “What is textual evidence?” | Question: “Why is it important to support an answer with textual evidence?” | Class vote: Are there more risks or rewards in using social networks?”  | Poster created with debate and presentation.  |  |