**Weekly Lesson:**  Griffin

**Class:** Gen Ed LA

**Dates:** Week 10 December 16-20

**Objective:** TSW analyze “The Circuit” by completing CODE vocabulary, evaluating predictions, and answering questions while reading independently.

**Bell Work Focus**: Tone/Mood/ Word Choice

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|  | Monday | Tuesday | Wednesday | Thursday | Friday (half day) |
| **I do:** | -Explain the CODE for the vocabulary words. I will “CODE” the word sharecropper” w/ the students |  |  | Reading + | Watch Documentary: “The Harvester” |
| **We do:** | Students and I will “CODE” the word braceros. | Read “The Circuit” on pages 659-663 & respond to guiding questions in spiral notebook & discuss. | Read “The Circuit” on pages 659-663 & respond to guiding questions in spiral notebook & discuss. |  |  |
| **You do:** | Complete a ‘t” chart that lists reasons why families come to the United States.  Students will finish their vocabulary “CODE” words  Copy down literary definitions for: |  |  |  | Compare the lives of the people in the documentary to the characters in the book “The Circuit” |
| **Assessment/**  **Closure:** | The students will make a simile or draw a visualization of a vocabulary word the used “CODE” for. | The Circuit Assessment | Post reading quick check: answering questions that are true or false about the story. |  |  |