**Weekly Lesson:**  Griffin

**Class:** Gen Ed LA

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

**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:** | Model a word sort inductive activity with “The Horrible Pirate” | Model a Close Read activity; |  | Show video; give directions for assessment | Reading + |
| **We do:** |  |  | Scaffold questions and answers for “The Gettysburg Address.” |  |  |
| **You do:** | 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, but works in groups. | Gettysburg Address comprehension assessment- 3-2-1 (text evidence writing) assessment. | . |
| **Assessment/**  **Closure:** | Share and explain your quilt section with a partner; word sort worksheet- creating hypothesis for Gettysburg address using words from word source. | Close Read Worksheet | How did answering questions at these multiple levels help you understand “The Gettysburg Address.” | Gettysburg Address . assessment and 3-2-1 written assessment. |  |