**Week: 6**

**Class: Read 180**

**Dates: September 16-20**

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|  | Monday | Tuesday  | Wednesday  | Thursday | Friday |
| **SKS:** | - identify the meanings of homophones and compound words by using context clues and completing the word challenge on page 130-131. - | - Analyze an argument essay by identifying the different parts of the essay. - Identify correct word order in a sentence and use words in the correct order in sentences, by taking notes and completing independent practice.  | -identify the audience and purpose for an argument essay by brainstorming convincing reasons for an essay.  | Tsw argue the worst problems teenagers face today by writing an argument essay draft.  | TSW check their drafts with a partner by checking with a writing checklist.  |
| **I do:** | -Notes on homophones and compound words | - Notes on Argument Essay | See Tuesday  | See Tuesday/Wednesday  | The teacher will model by going through writing checklist with student model paragraph.  |
| **We do:** | -Breaking apart compound words, identifying homophones, practicing together | - Reading student model “Banish Bullying” and break apart parts of the essay.  | - Brain storm reasons for an argument for the prompt: “worst problem teenagers face today” | See Tuesday/Wednesday | The teacher will model by going through writing checklist with student model paragraph. |
| **You do:** | -Completing the word challenge on page 130-131 in groups.  | -Complete page 133, understanding the purpose of argument essays with fill in the blanks.  | Prewriting outline -on page 135. | Draft an argument essay  | Check their paragraphs with a writing checklist.  |
| **Assessment/****Closure:** | Exit ticket: “at least how many words make up a compound word” “what is the prefix in the word: “homophone” | Argument Essay | Argument Essay | Argument Essay | Switch with partners and correct mistakes.  |