**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. |