**Weekly Lesson:**

**Class: Gen Ed LA**

**Dates: Week 6 September 16- 20**

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **SKS:** | Students will write a literary response analyzing the author’s use of suspense by following a checklist/rubric. | Students will analyze literature (*“There Will Come Soft Rains”*) by identifying chronological text structure; create background knowledge and connect with a story by journaling, and understanding meaning of new vocabulary words. | Students will analyze the theme, characters and mood of *“There Will Come Soft Rains” by* comparing and contrasting it with “Experiment 023681” by using a double bubble map and answering questions.  -TSW analyze the unit by completing post-reading journaling. | Students will analyze There Will Comes Soft Rains through assessments, also they will analyze artwork through answering questions. | Reading + |
| **I do:** | See last week Thursday | Model an example for the Vocabulary multiple meaning worksheet. + Read There will Come Soft Rains | See Tuesday | See Tuesday/  Wednesday |  |
| **We do:** | See last week Thursday | Part 1 of Chronology WKST. Numbers 1-5. Example of vocabulary | Prompt the students to identify chronological time words and complete the worksheet. | See Tuesday/  Wednesday |  |
| **You do:** | Write a Rough Draft of a literary response analyzing the author’s use of suspense, follow the checklist/rubric. | Finish Vocabulary.  Complete Part 2 of worksheet  Numbers 6 & 7  +Read Text | Post-reading journaling  Completing 3 strip comic strip & double bubble | Assessment +  Analysis of artwork |  |
| **Assessment/**  **Closure:** | Students will use their checklist to finish their papers. |  |  |  |  |