**Weekly Lesson:** Cunningham/Fay/Griffin

**Class:** Gen Ed ELA

**Dates:** September 23-27 Week 7

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|  | Monday | Tuesday | Wednesday  | Thursday | Friday |
| **SKS:** | TSW build background to the new story by journaling, review inferences by taking notes, watching teacher example and completing independent worksheet “ It says, I say” | TSW analyze and new vocabulary for *The Inn of Lost Time* by matching synonyms and identify statements as True or False. -Notes on literary element: framework story.  |  Students will analyze art work by studying a painting and answering response questions in their journal | TSW will analyze the point of view of a character in *The Inn of Lost Time*  by writing a letter from Tokubeu to his wife, explaining how he was tricked. | Reading + |
| **I do:** | Teacher given notes, teacher given examples by filling in chart for “it says, I say” (inference worksheet) | TTW give examples and do problem # 1 with students.  | Finish reading *The Inn of Lost Time*.  | Read *The Inn of Lost Time.* Analyze text by answering questions throughout the text.  |  |
| **We do:** | See I do.  | TTW give examples and do problem # 2 with students.  | See Monday  | See Monday- Wednesday |  |
| **You do:** | Read “Netting Clues” and fill in chart for inferences, based upon skill “It says, I say”. | TSW complete the rest of the question from the smartnotebook with their table by holding up whiteboards with their answers.  | Complete chart for the inference strategy “It says, I say” for *The Inn of Lost Time*. | -Tsw take the assessment  (after the test).  |  |
| **Assessment/****Closure:** | Review of answers for inferences.  | Students will begin reading *The Inn of Lost Time.*  | Exit ticket: why is it important to infer while reading? | Grammar and *Inn of Lost Time* assessment.  |  |