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

**Class:** Gen Ed ELA

**Dates:** September 30 – October 4 - Week 8

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **SKS:** | TSW analyze “The Inn of Lost Time” and point of view by completing a graphic organizer, taking an assessment and writing a letter from Tokubei to his wife, explaining how he was tricked. | TSW become familiar with and evaluate a PDSA cycle by reflecting on their results and responding with suggestions ; TSW analyze theme and central idea by researching a strange and mysterious case relating it to a story and presenting details | TSW analyze theme and central idea by researching a strange and mysterious case, relating it to a story and presenting details. | Reading Plus Lab 211 | ½ day AIMS prep for reading and math. |
| **I do:** | Model the first “It Says, I Say” inferencing strategy on the graphic organizer. | Lead a PDSA cycle emphasizing the “study” and “act” steps by reviewing results and writing out suggestions for the +,Delta board; introduce new project. | Provide a research checklist and review the project. |  |  |
| **We do:** | Complete the second section of the inferencing organizer with a group. | Discuss the PDSA cycle; Take notes from the powerpoint. | Work with a partner to research a mysterious case and a story. |  |  |
| **You do:** | Complete the third section of the organizer for the inferencing strategy; complete the assessment and Journal a response by writing a letter from Tocubei to his wife. | Post +/Delta suggestions on the PDSA board; |  | . |  |
| **Assessment/**  **Closure:** |  | Post-it notes on the PDSA board; reflection of possible strange and mysterious cases to research | Download 3 articles regarding a strange and mysterious case and a story relating to it. |  | School-wide math and reading assessment. |