|  |  |  |
| --- | --- | --- |
| 8/26/13 |  |  |
| SKS | Understand R180 by practicing the steps. |  |
| I DO | Review R180 proceduresDemonstrate independent reading process and filling out a graphic organizer |  |
| WE DO | Practice Procedures |  |
| YOU DO | Students do a procedure & get feedback from the teacher. |  |
| ASSESSMENT | Graphic organizer |  |
| CLOSURE | Plus/delta – what do you get and what would you like more practice with? |  |

|  |  |  |
| --- | --- | --- |
| 8/27/13 |  |  |
| SKS | -Practice working in groups using roles.-Analyze main ideas and details from two videos and respond to questions verbally and in writing. |  |
| I DO | 1. Watch anchor video – be prepared to discuss two different kinds of peer pressure.

7. Review anchor video for Nikki’s Message. |  |
| WE DO | 1. Discuss peer pressure.
2. Brainstorm different pressures that teens feel from their peers.

6. Whole class develops web. 8. Answer questions to review key ideas.9. Have students discuss responses to the Connect & Respond |  |
| YOU DO | 1. Students record one possible effect of peer pressure.

5. Students record responses using sentence frames.10. Direct students to review text features & answer the questions: Who is Eric Alvarez? What do we already know about him? |  |
| ASSESSMENT | Student written responsesCreate a two-column frame and have students write the topic of Nikki’s Message in one column and details that support the topic in the other. |  |
| CLOSURE | Wrap Up |  |

|  |  |  |
| --- | --- | --- |
| 8/28/13 |  |  |
| SKS | -Develop fluency by reading a text 3 times. |  |
| I DO | Grammar – Bell workReview key ideas in anchor video |  |
| WE DO | Do NowAnchor video w/ sentence framesBrainstorming peer pressureEffects – How do teens feel peer pressure? How they do deal with it? What do they feel pressured to do? |  |
| YOU DO | Reatch videos and answer questions.  |  |
| ASSESSMENT | Play Niki’s message and answer connect and respond questions. |  |
| CLOSURE | Write two things you learned about the video. Teacher uses sentence frames. |  |

|  |  |  |
| --- | --- | --- |
| 8/29/13 |  |  |
| SKS | Learn vocabulary through discussion and examples.Read fluently by reading texts multiple times. |  |
| I DO | Warm up1. Play anchor video & video story. 3. Model fluent reading. 8. Pronounce vocabulary and have stduents repeat.9. Explain meaning of vocabulary. |  |
| WE DO | 2. Have students preview text using text features and answer questions about Tragic Death on Train.4. Choral read the introduction.10. discuss vocabulary and examples. Think-pair-share |  |
| YOU DO | 5. Students reread the workshop introduction using Cloze strategy.6. students respond to the question from the introduction.7. Students rate vocabulary.11. Students respond to question verbally. |  |
| ASSESSMENT | 12. have students read each frame (5. Review) and respond with the correct target word. |  |
| CLOSURE | Wrap Up |  |

|  |  |  |
| --- | --- | --- |
| 8/30/13 |  |  |
| SKS | Write a paragraph about Tragic Death on Train using a graphic organizer.Comprehend texts by creating and answer questions verbally and in writing. |  |
| I DO | WARM UP1. Play Tragic Death on Train anchor video.2. Model asking questions.3. Review target questions. 4. Model reading fluently by reading Tragic Death on Train. 7. Reread the article using Oral Cloze 2.12. Discuss problem / solution. |  |
| WE DO | 2. a – Students create prereading questions. 5. students discuss what the article is mostly about.6. Discuss the word rebel.8. Students respond to their prereading questions.9. Whole class Choral Reads the article.13. Have students identify (highlight/underline) the problem, the two attemps that were made to stop Eric and the solution in the article. |  |
| YOU DO | 10. Students write about a time when they faced negative peer pressure.11. Students orally summarize how peer pressure cost Eric his life. Think-pair-share |  |
| ASSESSMENT | Students Complete the graphic organizer using the information they highlighted. |  |
| CLOSURE | Wrap Up |  |