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| **Week of: 10/1** | **Subject/Class: Language Arts** | **Teacher: Luke Young** |

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| **Unit (Week Overview/Purpose): The Call of the Wild**  |

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| **Day** | **Warm Up or Review from Previous lesson** | **Daily Learning Target**What will students be able to do by the end of class?*[Remember to post this on your whiteboard and refer to it as you teach the lesson]* | **Instruction & Activities**List time in minutes for instruction and activities (break up class time into at least 2-3 segments for a 90 minute class period) | **Formal/Informal Assessments**Informal Assessments must be done daily (Ex: exit tickets, "share with your neighbor"). | **Due Dates:** |
| Mon | Intro to Ch. 3 Vocab  | I can identify higher level vocabulary in ch. 3 of the Call of the Wild | Hand out Vocab Lists, the students will make a vocab square for ¼ of the list and share with their tables.  | Vocab Squares | Book Eval 1 – 10/9Ch. 1 Quiz TuesSquares due tomorrow  |
| Tues | Review Comp q’s before quiz | I can identify the conflicts in The Call of the Wild  | Ch. 2 Quiz followed by Galileo assessment, text evidence | Ch. 2 quiz | Book Eval 1 – 10/9 |
| Wed | No School | No School  | No School  | No School  |  |
| Thurs | Sentence Variety practice  | I can recognize different sentence structures. I can identify the rising action in the Call of the Wild | Read Ch. 3 using he dialogue method | Ch. 3 Comp Q’s | Book Eval 1 10/9 |
| Fri | Sentence Variety Practice  | I can predict the events in The Call of the Wild  | Assign Groups for Frankenstein PlayReview Comp Q’s for Ch. 3  | Ch. 2 Comp q’s  | Book Eval 1 due 10/9  |

UDL FOCUS: Multiple means of ENGAGEMENT ☐ REPRESENTATION ☐ ACTION & EXPRESSION ☐