**Weekly Lesson:** Cunningham

**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” | Reading Plus | 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. |
| **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 smart notebook 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. |