

6th Grade Literature (4th Hour)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>31</p> <p>Hand out Vocabulary Worksheet.</p> <p>Discuss/write down definitions of ch. 1-2 words (Explain there will be a test after Ch. 10 on Ch. 1-10 words)</p> <p>Pass out books for "Where the Red Fern Grows"</p> <p>Read Ch. 1-2 (pg. 1-16_</p>	<p>April 1</p> <p>Hand out Ch. 1-2 Worksheet, students should complete independently.</p> <p>Once they are done, they should turn them in. Once everyone is done, hand out Setting worksheet.</p> <p>(Students should work on this throughout the novel.)</p> <p>Ch. 2 Box</p> <p>Do Ch. 3-4 Vocabulary</p> <p>Read Ch. 3-4 of Red Fern (pg. 17-33)</p>	<p>2</p> <p>Ch. 3-4 Worksheet</p> <p>Setting worksheet</p> <p>Ch. 3-4 & 4 Setting Box</p> <p>Ch. 5-6 Vocabulary</p> <p>Read Ch. 5-6 Red Fern (pg. 17-33)</p>	<p>3</p> <p>Ch. 5-6 WS</p> <p>Setting Worksheet Ch. 5 Box</p> <p>Ch. 7-8 Vocabulary</p> <p>Read Ch. 7 of Red Fern (pg. 55-68).</p>	<p>4</p> <p>Take 15 minutes to study Vocabulary Words of Ch. 1-8</p> <p>Read Ch. 8 of Red Fern (pg. 69-83)</p>
<p>7</p> <p>Ch. 7-8 Worksheet</p> <p>Setting Worksheet Ch. 7-8 Box</p> <p>Ch. 9-10 Vocabulary</p> <p>Read Ch. 9 (p. 84-98)</p>	<p>8</p> <p>Study Ch. 1-10 Vocabulary Words (Test will be tomorrow)</p> <p>Read Ch. 10 (p. 99-110)</p>	<p>9</p> <p>Ch. 1-10 Vocabulary Test</p> <p>Ch. 9-10 Worksheet</p>	<p>10</p> <p>Ch. 1-10 Reading Comprehension Test</p> <p>Characters Worksheet</p>	<p>11</p> <p>Ch. 11-12 Vocabulary</p> <p>Read Ch. 11 (pg. 111-122)</p>

14 Read Ch. 12 (pg. 123-136) Ch. 11-12 Worksheet	15 Ch. 13-14 Vocabulary Read Ch. 13 (pg. 137-152)	16 Finish Reading Ch. 13 Read Ch. 14 (pg. 153-168)	17 Ch. 15-16 Vocabulary Read Ch. 15 (pg. 168-182)	18 No School
21 Read Ch. 166 (pg. 183-195)	22 Ch. 15-16 Worksheet Ch. 17-18 Vocabulary Study Ch. 11-18 Vocab	23 Read Ch. 17-18 (pg. 197-221)	24 Ch. 17-18 Worksheet Setting Worksheet Ch. 15-16 Box Ch. 19-20 Vocabulary	25 Read Ch. 19-10 (pg. 223-249)
28 Study Vocab. Ch. 11-20 (Test tomorrow) Ch. 19-20 Worksheet	29 Ch. 11-20 Vocabulary Test Ch. 19-20 Worksheet Cause & Effect Worksheet	30 Ch. 11-20 Reading Comprehension Test	May 1 Theme Worksheet **Please review theme with students	2 Learning From a Character Worksheet
5 The Character's Problem Worksheet	6 Watch "Where the Red Fern Grows" movie—ask Gwen Sternhagen to help access the movie	7 Watch "Where the Red Fern Grows" movie	8 Watch "Where the Red Fern Grows" movie	9 Hand out "Culminating Project" Worksheet Go over all choices Have kids start drafting their project/make a list of materials needed
12 Work on Culminating Projects	13 Work on Culminating Projects	14 Work on Culminating Projects	15 Work on Culminating Projects	16 Last Day to work no projects

19 Present Projects	20 Present Projects	21 Present Projects	22 Read "The Fence" (#1 in the Alien Kids series) Hand out comprehension questions afterwards	23 Read "Two Aliens" (#2 in the Alien Kids series) Hand out comprehension questions afterwards
26 No School Memorial Day	27 Read "Lost" (#3 in the Alien Kids series) Hand out comprehension questions afterwards	28 Read "Surrounded!" (#4 in the Alien Kids series) Hand out comprehension questions afterwards	29 Read "Big Changes" (#5 in the Alien Kids series) Hand out comprehension questions afterwards	30 Last day of school Locker Clean Out, Movie in the afternoon, Make sure to collect any novels & library books that students may have in their lockers

8th Grade Literature (7th & 8th Hours)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>31</p> <p>Hand out Utopia Website Direction/Requirement Sheet & Review</p> <p>Hand out Website Prewriting—students must complete the prewriting before they can begin their website</p>	<p>April 1</p> <p>Once students finish their pre-writing, have them show it to you, then they can go onto Google Sites and Develop their websites</p>	<p>2</p> <p>Utopia Websites</p>	<p>3</p> <p>Utopia Websites</p>	<p>4</p> <p>Utopia Websites</p>
<p>7</p> <p>Present Utopia Websites (Students must share their website link to you & you need to bring the website onto the smartboard so they can present)</p>	<p>8</p> <p>Present Utopia Websites</p>	<p>9</p> <p>Present Utopia Websites</p>	<p>10</p> <p>Read Ch. 1-2 of "The Giver"</p> <p>Hand out CH. 1-2 Worksheet (HW if not completed)</p>	<p>11</p> <p>Read Ch. 3-4 of "The Giver"</p> <p>Ch. 3-4 Worksheet</p>
<p>14</p> <p>Read Ch. 5-6 of The Giver</p> <p>Ch. 5-6 Worksheet</p>	<p>15</p> <p>Read Ch. 7-8 of The Giver</p>	<p>16</p> <p>Read Ch. 9-10 of The Giver</p> <p>Ch. 7-10 Worksheet</p>	<p>17</p> <p>Play a Quizziz to review the book thus far. Type in on Quizziz.com "The Giver Ch. 1-10 Review" & host the game</p>	<p>18</p> <p>No School</p>
<p>21</p> <p>Read Ch. 11-12 of The Giver</p>	<p>22</p> <p>Rea Ch. 13-14 of The Giver</p>	<p>23</p> <p>Read Ch. 15 of The Giver</p> <p>Ch. 11-15 Worksheet</p>	<p>24</p> <p>Hand out Research & Report for The Giver. Read through the sheet. Have students pick the topic of either Elephant poaching or color blindness and write a one page paper about the topic in MLA</p>	<p>25</p> <p>Work on Research & Report Paper for The Giver</p>

28 Read Ch. 16-17 of The Giver	29 Read Ch. 18-20 of The Giver	30 Ch. 16-20 Worksheet for The Giver	May 1 Read Ch. 21-22 of The Giver	2 Read Ch. 23 of The Giver Ch. 20-23 Worksheet
5 Play a Quizziz to review the book thus far. Type in on Quizziz.com "The Giver Whole Book Review" & host the game	6 Type in "The Giver" Jeopardy on google. Choose the link from jeopardy.com Break students up into 4 teams and play the game to review for the final test	7 "The Giver" Final Test	8 Watch the movie of "The Giver" This can usually be found on Netflix or amazon prime	9 Watch the movie of "The Giver"
12 Watch "The Giver" Movie Hand out "The Giver" Final Paper Assignment Sheet	13 Work on Final Papers	14 Work on Final Papers	15 Work on Final Papers Final Papers Due tomorrow at the beginning of the hour.	16 **Remind students they will need their Literature book Read pages 285-286 to introduce the western, High Noon Hand out High Noon Introduction WS 371-372 Can grade together as a class. Use a wheel of names to determine parts for the play (pg. 288 has the cast list.

19	20	21	22	23
Hand out High Noon Part One Vocabulary WS 375-376 Read High Noon page 287-295	Read High Noon Pages 296-306	Read High Noon pages 307-317	Have students do High Noon Part One "Test" as an open book test WS is 381-382 Grade together as a class	Hand out High Noon Part Two Vocabulary WS have students complete Read High Noon pages 318-325
26	27	28	29	30
No School Memorial Day	Read High Noon pages 325-332 Discuss questions 1-14 together as a class from book page 333	Have students complete High Noon, Part Two "test" as an open book test Hand Out High Noon "Character WS" have students complete this with a partner	Collect book, fill out book condition forms	Incentive Day

6th Grade ELA (2nd Hour)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>31</p> <p>Hand Out U4W4 Spelling List</p> <p>Students should write each word 3x each on a loose-leaf sheet of paper</p> <p>Tell students we are starting a “functional writing unit” and will make a how to booklet and a how to directions sheet</p> <p>Explore Functional Writing</p> <p>Teacher reads pg. 571 from Teacher Volume #2</p> <p>Go to pg. 574-576, do step #2 & 3, & #4</p> <p>Hand out “Making a compass” Article</p>	<p>April 1</p> <p>Hand out U5W4 Spelling Worksheet. Give work time. Due Wednesday.</p> <p>Teacher goes to page 576 of Vol. 2 Teacher Edition.</p> <p>Do Step #5 (hand out copies of “how to make a jumping frog”</p> <p>Read directions</p> <p>Hand out index card (3x5)</p> <p>Ask students to try to follow the directions on their own</p> <p>Set a timer. Afterwards talk about how the directions were clear/unclear etc. and how to make them better</p>	<p>2</p> <p>Set 15 minute timer.</p> <p>Have students go onto spelling training and practice their words. They always have to do the online test first. Then they can play any of the spelling games.</p> <p>Go to page 577 in volume 2 of teacher edition. Step 6</p> <p>Have students take out writing notebooks.</p> <p>Tell them their prompt is to write how-to directions for cleaning and organizing their lockers.</p> <p>Have students get with a partner afterwards to share writing and see if it was clear/unclear how to make it better.</p>	<p>3</p> <p>Set 15 minute timer. Assign students a partner. Students will grab a marker and a whiteboard and test each other on the words.</p> <p>Go to page 579 of vol. 2 teacher edition.</p> <p>Follow step 1-4</p> <p>Hand out “A paper Clip Trick” copies, 3” x 8 ½ “ strip of paper, and 2 jumbo paper clips</p> <p>Have students get with a partner and try to follow the directions</p> <p>Then have partners/whole group discuss what was good/bad about directions. Discuss transition words.</p>	<p>4</p> <p>Hand out spelling test sheets. Tell students date, unit, and week.</p> <p>Read each spelling word 2 times. At the end of the test, ask if there are any repeats. Then have students flip their tests over and pass them forward.</p> <p>Go to page 584 of vol. 2 of teacher edition.</p> <p>Start step #2 (Introduce How-to Booklets) read step 2 ahead of time.</p> <p>Step#3 Brainstorm topics how for to booklets</p> <p>Lock in topics for students. Each student needs to have a different topic.</p> <p>Start drafting in writing notebooks</p>

<p>7</p> <p>U5 W5 Spelling List & 3x each</p> <p>Go to page 587 of vol. 2 of teacher edition</p> <p>Do step #1 & #2</p> <p>Hand out “how to address and envelope”</p> <p>Discuss quality of directions</p> <p>Hand out envelopes and have students attempt the directions</p> <p>See what needs to be added/changed</p> <p>Give time to work on their “how-to” directions for the class book</p>	<p>8</p> <p>U5W5 Spelling WS</p> <p>Go to page 598 of vol. 2 of teacher edition.</p> <p>Do step #1 & Step # 2</p> <p>Read “Lost Excerpt #2” which is on using the sun as a compass.</p> <p>Discuss the reading and what is being learned on how to “survive in the wilderness”</p> <p>**If you want, you can have students attempt to do this activity outside or with a flashlight. I have chalk in my bottom right desk drawer</p>	<p>9</p> <p>15 minutes of spelling training</p> <p>Go to page 599 of vol. 2 of teacher edition.</p> <p>Today students are drafting introductions of their how to booklets.</p> <p>Go through step 3, step 4 & step 5 (pg. 599-601)</p>	<p>10</p> <p>15 minutes of partner study for spelling</p> <p>Go to page 602 of vol. 2 of teacher edition</p> <p>Do step 1 & 2</p> <p>Hand out “how to make a friendship bracelet”</p> <p>Read aloud, discuss material lists and tips</p> <p>Hand out cardboard and yarn, have students get with a partner and try to follow directions to make their own friendship bracelet.</p>	<p>11</p> <p>U5W5 Spelling test</p> <p>Finish making friendship bracelets</p> <p>Go to page 603 of vol. 2 of teacher edition</p> <p>Do step #4 (have students draft materials lists and tips)</p> <p>Do step #5 & 6 from 604-605</p>
<p>14</p> <p>**No spelling this week</p> <p>Go to page 606 of vol. 2 of teacher edition</p> <p>Explain the technology extension to the class. Have students get with their partners and make a how to video on friendship bracelets</p>	<p>15</p> <p>Friendship bracelet videos</p>	<p>16</p> <p>Friendship bracelet videos</p>	<p>17</p> <p>Have students present their friendship bracelets to the class</p>	<p>18</p> <p>No School</p>

<p>21</p> <p>Hand Out U6W1 Spelling List</p> <p>Go to page 608-610 of vol. 2 of teacher edition. Do step 1 & 2 & 3 & 4</p> <p>Have students take out old "jumping frog" directions. Discuss using labeled diagrams.</p> <p>Have students make their own labeled diagrams for their how-to booklets</p>	<p>22</p> <p>Hand out U6W1 Spelling</p> <p>Go to page 612 of vol. 2 of teacher edition .</p> <p>Do steps1-3</p> <p>Talk about organization of how-to booklets</p> <p>Give time for students to proofread, organize, and write final drafts</p>	<p>23</p> <p>15 minutes of spelling training</p> <p>Finish final drafts (typed)</p> <p>Finish final diagrams (done in pen)</p> <p>Make a book cover with construction paper.</p> <p>Hand out "student self assessment" and have students assess their final project</p>	<p>24</p> <p>15 minutes of partner study for spelling</p> <p>Author's chair, have students share their drafts</p> <p>I have a grading rubric from the curriculum printed for you.</p>	<p>25</p> <p>U6W1 Spelling Test</p> <p>Author's chair, have students share their final drafts</p>
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28	29	30	May 1	2
U6W2 Spelling lists & 3 x each	U3W2 Spelling Worksheet	15 minutes of spelling training	15 minutes of partner study for spelling	U6W2 Spelling Test
Introduce that we are going to shift writing to “personal narratives” which takes the descriptive writing techniques of fiction writing and mixes them in with the telling of a true story.	Go to page 167 of vol. 1 of teacher edition Do step 1-2	Go to page 171-173 of vol. 1 of teacher edition	Go to page 174 of vol. 1 of teacher edition.	Go to page 186 of vol. 1 of teacher edition.
Take out “Rattlesnake Mesa”	Start a notes about personal narratives chart	Do steps 1-5	Do step 6	Do step 1 & 2
Go to page. 163 in vol. 1 of teacher edition Do step 2 Read rattlesnake mesa foreword aloud	Review Crown Point and discuss learning and change in personal narratives	Add notes to chart	Have students share one sentence that the used sensory or descriptive detail	Hand out “No Place I’d rather be” Read & discuss
Discuss	Go to pg. 168 of vol. 1 do step 3-5	Read Feast (pages 39-41 of Rattlesnake)	Go to page 176 in vol.1 of teacher edition	Quick Write: “challenges” from page 188 of vol. 1 of teacher edition
Go to page. 154 of vol. 1 do #3-5 (read “Crown Point” aloud” pages 2-5	Read Rattlesnake mesa (pg. 6-11), discuss, and do a quick write in writing journals	Discuss reading	Do step 2 (review feast	
Discuss reading		Visualize sensory details activity in writing notebooks	Do step 3	
Quick Write: in writing journals write “what are some of your own earliest memories		Begin drafting personal narratives	Talk about author creating voice.	
			Continue drafting personal narrative encouraging use of “voice”	

<p>5</p> <p>U6W3 Spelling Lists & 3x each</p> <p>Go to page 190 of vol. 1 of teacher edition.</p> <p>Do step 1 & 2</p> <p>Hand out “My Mothers Hands” Read and explore how author creates voice</p> <p>Quick-write “Portrait of an adult family member” from page. 192 of vol.1</p> <p>Give time to work on personal narratives</p> <p>End of class- do step #5 from 193 sharing a sentence that they feel shows their voice</p>	<p>6</p> <p>U6W3 Spelling Worksheet</p> <p>Go to page 194 of vol. 1 of teacher edition</p> <p>Do step 1-2</p> <p>Hand out “excerpt from I am Malala” and read aloud</p> <p>Show video of Malala’s noble peace prize speech</p> <p>Do step 4 on page 195 about sensory details</p> <p>Quick-write “before and after” from page 197 of vol. 1</p> <p>Give time to draft personal narratives</p>	<p>7</p> <p>15 minutes of spelling training</p> <p>Go to page 201 of vol. 1 of teacher edition</p> <p>Hand out “The Stray” personal narrative by Gary Soto</p> <p>Read, discuss author’s voice</p> <p>Give time to drafter personal narratives</p>	<p>8</p> <p>15 minutes of partner study for spelling</p> <p>Go to page 205 of vol. 1 of teacher edition</p> <p>Do step 1-discuss organization</p> <p>Go to page 206, do step 2. Take out “Feast” article and explore chronological organization</p> <p>Review organization in “My Mothers Hands”</p> <p>Give time to draft personal narratives</p>	<p>9</p> <p>U6W3 Spelling test</p> <p>Have students type up all of their personal narratives and print.</p>
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<p>12</p> <p>U6W4 Spelling Lists & 3x each</p> <p>Go to page 222-223 of vol.1 teacher edition Do steps 1-4</p>	<p>13</p> <p>U3W4 Spelling Worksheet</p> <p>Go to page 224-227</p> <p>Do steps 1-3</p> <p>Facilitate Guided re-reading of drafts Model developing a marked section of the draft & revise</p>	<p>14</p> <p>15 minutes of spelling training</p> <p>Go to page 232-235 of vol. 1 teacher edition</p> <p>Do steps 1-3</p> <p>Explore transitional words and phrases</p> <p>Guided re-reading of drafts</p> <p>Model revising for transitional words and phrases</p>	<p>15</p> <p>15 minutes of partner study for spelling</p> <p>Go to page 238-241 of vol. 1 teacher edition</p> <p>Analyze strong opening sentences, revise</p> <p>Analyze closing sentences & revise</p>	<p>16</p> <p>U6W4 Spelling test</p> <p>Print off drafts.</p> <p>Go to page 246-248 in vol. 1 of teacher edition</p> <p>Do steps 1-4</p> <p>Self-assess, confer in partners, make revisions</p> <p>Hand out "self assessment" worksheet</p>
<p>19</p> <p>U6W5 Spelling Lists & 3x each</p> <p>Go to page 250 of vol. 1 teacher edition</p> <p>Do steps 1-4</p> <p>Proofreading for commonly misused words and sentence fragments</p>	<p>20</p> <p>U3W5 Spelling Worksheet</p> <p>Go to page. 254 of vol. 1 teacher edition</p> <p>Do steps 1-4</p> <p>Proofreading for spelling, run-on sentences, and revise</p>	<p>21</p> <p>15 minutes of spelling training</p> <p>Final drafts due today</p> <p>Author's chair (I have a rubric for you to grade)</p>	<p>22</p> <p>15 minutes of partner study for spelling</p> <p>Author's chair</p>	<p>23</p> <p>U6W5 Spelling test (PS—this is our last spelling test of the year)</p> <p>Author's chair</p>
<p>26</p> <p>No School Memorial Day</p>	<p>27</p> <p>Get caught up on missing work</p> <p>Pick a class movie to watch</p>	<p>28</p> <p>Get caught up on missing work</p> <p>Pick a class movie to watch</p>	<p>29</p> <p>Clean up classroom/finish movie</p>	<p>30</p> <p>Movie day/field day</p>

7th Grade Language (3rd & 6th Hours)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>31</p> <p>Hand out spelling ws for Lesson 26. Assign A/B and 3x each on a loose-leaf sheet of paper. Students should staple the 3x each to the back of the WS when done & turn it in.</p>	<p>April 1</p> <p>4 Day School Week Google Slides</p> <p>Hand out argument paper direction sheet.</p> <p>Read Slides 1-8</p> <p>Have students fill out "First thoughts" section of "Four Day School Week Thought Collection WS"</p> <p>Watch Video on Slide #9</p> <p>Have students fill out thoughts in "video" section of WS</p>	<p>2</p> <p>Study spelling 10 mins</p> <p>Hand out "National Council of State Legislatures: Four Day School Week Overview Article"</p> <p>Hand out highlighter</p> <p>Read text together and highlight good reasons and/or evidence</p> <p>Take notes on "thought Collection WS" in "Article #1" section</p> <p>Then hand out "NBC News: A four day school week" article. Repeat the same process as above.</p>	<p>3</p> <p>Study spelling 10 mins</p> <p>Start a pros and cons list on the smart board and discuss pros and cons together as a class from the readings so far.</p> <p>Hand out "Brookings: A Troubling Contagion Article"</p> <p>Read/highlight then fill out notes on "thought collection WS"</p> <p>Hand out "Study International: Why Colorado's four-day school week works" article. Repeat process.</p> <p>Have students turn in thought collection WS for a participation grade</p>	<p>4</p> <p>Unit 26 Spelling Test</p> <p>Update pros and cons list on smart board.</p> <p>Go over slide #15-24 in 4 Day School Week slide show</p> <p>Focus for today is writing a good directional thesis statement.</p> <p>Hand out writing a thesis statement worksheet.</p> <p>Have students write theirs.</p> <p>Have each student read it out loud and give them direct feedback of how to change it if it does not match criteria from slides 15-24</p> <p>*I usually take a participation grade for this as well.</p>

<p>7</p> <p>Unit 27 Spelling WS + 3 x each</p> <p>Today's focus is picking evidence from the articles or video</p> <p>Review slide 25, 26, & 27</p> <p>Hand out Student Evidence Collection.</p> <p>Do an example of how you would pick a reason, evidence, and put the title of the author (I have a teacher example)</p>	<p>8</p> <p>Give time for students to finish their evidence collection.</p> <p>Then have students make a works cited citation for each article that they took a piece of evidence from.</p> <p>Hand out "making citations" worksheet</p> <p>Please do an example with the students.</p>	<p>9</p> <p>Study spelling 10 mins</p> <p>Have students open up a google doc.</p> <p>Today the goal is to make an outline.</p> <p>Please go through on the smart board step-by-step setting up the "bones" of an outline. (I have a teacher example)</p>	<p>10</p> <p>Study spelling 10 mins</p> <p>Have students start to fill in "the meat" of their outlines"</p> <p>They should use their evidence collection worksheet to be the main guidance of their papers.</p> <p>Goal: have students complete Intro and supporting paragraph</p>	<p>11</p> <p>Unit 27 Spelling Test</p> <p>Today you are going to show them an example of how to do the opposing view. Pull up pros and cons list from the smart board.</p> <p>Say your example of the teacher thesis and talk about what the opposite side for your paper would look like.</p> <p>Give example of how to complete outline opposite reason #1 & rebuttal</p> <p>Have students complete opposing side for their outlines.</p>
<p>14</p> <p>**No spelling this week</p> <p>Give example of how to do the conclusion paragraph of their outlines.</p> <p>Students should complete conclusion in outline by end of class.</p>	<p>15</p> <p>Have students turn in outlines for a grade.</p> <p>Have students open up a new google doc.</p> <p>Set up MLA format.</p> <p>Have students convert outlines into papers.</p>	<p>16</p> <p>Help students make the Works Cited page of their papers.</p>	<p>17</p> <p>Do student peer review of papers.</p> <p>Have students make corrections and turn in final copies.</p>	<p>18</p> <p>No School</p>

<p>21</p> <p>Unit 28 Spelling WS + 3 x each</p> <p>Author's chair. Have students print out 2 copies of their papers and read to the class. Grade as they read to class. I grade for commas, spelling, complete sentences, MLA format.</p> <p>I also have a checklist rubric you can use.</p>	<p>22</p> <p>**Today you will need to remind students to bring their blue Grammar books to class.</p> <p>Introduce that we are going to take a brief break from writing and do a few weeks of grammar.</p> <p>Take notes on underlining/italics usage from book page 735-736</p> <p>Assign Ex. 1 page 736 (have them do this assignment on a google doc so the can use italics)</p> <p>Assign Underlining/Italics Ws 317</p>	<p>23</p> <p>Study spelling 10 mins</p> <p>Grade WS 317 together as a class</p> <p>Take notes on Direct & Split Quotations from book page 737-738</p> <p>Assign ex. 2 page 738-39 (can be completed in a google doc)</p> <p>Assign Direct & Split Quotes WS 318</p>	<p>24</p> <p>Study spelling 10 mins</p> <p>Take notes on punctuating quotations page 739-740</p> <p>Assign ex 3 page 740 (can be completed on a google doc)</p> <p>Assign punctuating quotations WS 319</p>	<p>25</p> <p>Unit 28 Spelling Test</p> <p>Take notes on page 742-743-744</p>
<p>28</p> <p>Unit 29 Spelling WS + 3 x each</p> <p>Assign Other uses of Quotations WS 320</p> <p>Assign Ex. 5 page 744-745 in book (can do on a google doc)</p>	<p>29</p> <p>Grade WS 320 together in class</p>	<p>30</p> <p>Study spelling 10 mins</p> <p>Take notes on Apostrophes Possessive Case page 746-478-749</p> <p>Assign Ex. 6, 7, 8 & 9 book pages 747-749</p>	<p>May 1</p> <p>Study spelling 10 mins</p> <p>Grade Book Exercises together in class</p>	<p>2</p> <p>Unit 29 Spelling Test</p> <p>Assign Apostrophes WS 321</p>

<p>5</p> <p>Unit 30 Spelling WS + 3 x each</p> <p>Takes notes on Contractions for Apostrophes on page 749-750</p> <p>Assign Apostrophes in Contractions WS 322</p>	<p>6</p> <p>Review Possessive Pronouns vs Contractions (notes are on book page 750)</p> <p>Assign Contractions & Poss. Pronoun WS 323</p>	<p>7</p> <p>Study spelling 10 mins</p> <p>Take notes on Apostrophes in plurals page 754</p> <p>Assign WS 324</p>	<p>8</p> <p>Study spelling 10 mins</p> <p>Grade WS 325</p> <p>Take notes on hyphens page 75- 756</p> <p>Assign Ex. 14 on page 756 (can complete on a google doc) & Using Hyphens WS 325</p>	<p>9</p> <p>Unit 30 Spelling Test</p> <p>Take notes on Parentheses page 757 -758</p> <p>Assign Parentheses WS 326</p> <p>Take notes on dashes page 758- 759</p> <p>Assign Ex. 16 page 759 (can be completed on Google Doc) & Using Dashes WS 327</p>
<p>12</p> <p>Unit 31 Spelling WS + 3 x each</p> <p>Announce our last unit of the year is Expository Writing—we will write and give a how-to speech</p> <p>Hand out Demo Speech Guided notes</p> <p>Go through PowerPoint</p>	<p>13</p> <p>Hand out Demo Speech brainstorming worksheet</p> <p>Have students complete</p> <p>Do a topic lock-in. Have students sign up for a presentation order and no 2 students are allowed to do the same topic.</p> <p>Hand out D.S. outline. Have students start— this they should handwrite.</p>	<p>14</p> <p>Once students are done with outline, they should open up a google doc and type their speech using their outlines.</p> <p>Have students work on visual aid and memorizing speeches</p>	<p>15</p> <p>Tell students their papers are due by tomorrow. Tomorrow they will do peer review.</p>	<p>16</p> <p>Unit 31 Spelling Test</p> <p>Break students up into groups. Have students practice giving their speeches. Students should peer review each other using the DS "classmate feedback wS"</p>

19	20	21	22	23
How to speeches	How to speeches	How to speeches	How to speeches	How to speeches
26	27	28	29	30
No School Memorial Day	How to speeches	Collect books, fill out book condition forms, highlight on my sheets to make sure a student has returned the book they were issued	Make up day (turn in any homework missing)	Incentive Day (planned with other middle school teachers)