

### Week of October 14-18

Monday 14	Tuesday 15	Wednesday 16	Thursday 17	Friday 18
Pair Share: Predict What will happen next in your story. How do you know this is a possibility?  -20 minutes:  <b>Vocabulary 7<sup>th</sup> Grade The Confrontation</b>  <b>8<sup>th</sup> Grade: Button , Button</b>	Read Aloud: 7 <sup>th</sup> Begin today's lesson by discussing the definition of Hero -Begin the Confrontation -25 minutes Read Aloud: Button, Button pages 1-3 -Knowing that there are roughly 3 pages left in the story predict from the tone of the story what is likely to happen with Norma, Arthur, and Mr. Steward. Exit Slip	20min. FR  Finish the Confrontation  Finish the reading Button, Button pages 3-6	15 minutes FR  Complete the inductive Thinking task for The Confrontation  Complete the inductive Thinking Task for Button, Button  -10 minute Pictionary Vocabulary practice	Writing Assessment of The Confrontation and Button, Button  Free Read When complete

### Week of October 21-25

Monday 21	Tuesday 22	Wednesday 23	Thursday 24	Friday 25
-20 minutes FR  5 min. Pair Share: Make another title for the book based on what you have read so far. Explain what the title says that the other one does not.  Readers Theater: 7 <sup>th</sup> : The Girl Who Got Arrested 8 <sup>th</sup> Freedom M.	Review the stories from last week:  7 <sup>th</sup> Grade: Work with a partner to come up with a definition of a Hero.  8 <sup>th</sup> Grade: If you were in this situation would you push the Button? Use evidence to support answers	Review Vocabulary 10 minutes  Study with a partner  Practice Readers Theater	-Vocabulary Test Study 10 minutes  -Vocabulary Test: 7 <sup>th</sup> Confrontation 8 <sup>th</sup> Button, Button  Present Readers T: 7 <sup>th</sup> The Girl Who Got Arrested 8 <sup>th</sup> Freedom on the Menu	No School

7<sup>th</sup> Determine a theme or central idea of a text; provide an objective summary of the text.

7<sup>th</sup>: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

7<sup>th</sup> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences made from the text.

8<sup>th</sup> Grade: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.

8<sup>th</sup> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

8<sup>th</sup> Grade: Write arguments to support claims with clear reasons and relevant evidence.