

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhienberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples) What is student engagement?	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	L.7.1 (5 days) I can define phrase, and clause and state their function in specific sentences	Noun, pronoun, adjective, verb, adverb, preposition, conjunction, interjection	Clear/Modeled Expectations Sense of Audience	Poem-creativity Rhyming with examples of each part of speech along with its definition	F-learn two stanzas per night S- recite entire poem for accuracy on 5 th day. Poem will be a reference for each in-depth daily work.	T-learn poem	Project poem
2	L.7.1 I can define phrase, and clause and state their function in specific sentences	Nouns: Common, proper, abstract, concrete, plural, possessive	Student choice Personal response	Packet Graphic organizer-t-Chart	F-packet F- t-chart A-Z Common and Proper	Worksheet has questions to scaffold from DOK1-DOK3	www.natgeo.com
3	L.7.1 I can define phrase, and clause and state their function in specific sentences	Carry over from day 2 Pronouns: subject, indefinite, demonstrative, antecedent agreement		Use of Elements of Language textbook Page 516-519	F- exercised from textbook	T- exercise from textbook	
4	L.7.1	Adjective Coordinate	Sense of Audience Student Choice	Adjective packet	F-adjective packet scaffold for DOK1-DOK3	DoK1-DOK3 for packet	Reference

	<p>I can define phrase, and clause and state their function in specific sentences SL.7.1</p> <p>I can review key ideas presented by others in a discussion and integrate them with their own when appropriate.</p>	<p>adjective Noncoordinate adjective</p>	<p>Learning with Others Personal Response Novelty and Variety</p>	<p>Adjective Face Project: illustrate geometric face, noun list complete with measurements, create "how to", parent homework, student creation.. then analyze differences for improvement</p>	<p>S-Adjective Face Project</p>	<p>Adjective Face Project is differentiated based upon difficulty of original geometric face</p>	<p>how to read a ruler from webpage</p>
<p>D A Y I N U N I T</p>	<p>*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core</p>	<p>Vocabulary/ Vocab Activity Activities Activities II</p>	<p>Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)</p>	<p>Literacy/Reading in the Content Literacy Ideas</p>	<p>Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas</p>	<p>Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool</p>	<p>Technology 50 Ideas</p>
5	<p>L.7.1 I can define phrase, and clause and state their function in specific sentences</p>	<p>Verbs: action, helping, linking Predicate adjective Predicate nominatives</p>	<p>Novelty & Variety Personal Response Sense of Audience</p>	<p>Create a rap song (or other type of genre) to include correct usage of action, linking, and helping verbs</p>	<p>F- rap song F- worksheets on identifying types of verbs</p>	<p>T- rap song T- worksheet questions range from DOK1-DOK2</p>	
6	<p>L.7.1 I can define phrase, and clause and state their function in specific sentences</p>	<p>Verbs: Regular Irregular Conjugate (infinite, present, past, past participle)</p>	<p>Clear/Modeled Expectations</p>	<p>Chart-fill in the blank by finding the answers in the Elements of Language textbook Chart will be used for chanting the conjugation</p>	<p>F-chart and chanting in 2 days (oral and written)</p>	<p>All learning levels need to know when to appropriately use a conjugated verb</p>	<p>Use of Document camera</p>
7	<p>L.7.1</p>	<p>Verb Conjugation</p>	<p>Emotional/Intellectual Safety</p>	<p>Use of highlighters to identify properly conjugated verbs</p>	<p>F- packet</p>	<p>All</p>	

	I can define phrase, and clause and state their function in specific sentences			within sentences.			
8	L.7.1 I can define phrase, and clause and state their function in specific sentences	Adverbs ADDs to VERBS	Student Choice Clear/Modeled Expectations	Adverb practice worksheets Create high level sentences with proper usage of adverbs. Students must vary placement of adverbs within sentences.	F- worksheets F-sentences	Differentiation met by level and creativity of sentences	Students may type and print sentences OR type and email sentences using new student email
D A Y U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
9	L.7.1 (2 days) I can define phrase, and clause and state their function in specific sentences	Prepositions, Prepositional phrases, subjects, predicates	Personal Response Sense of Audience Clear/Modeled Expectations	Rules to prepositions: add length and detail to sentences, vary subject order, will never contain a subject or predicate. Memorize 55 commonly used prepositions. Create 25 sentences to include prep.	F- sentences and labeling	Differentiation met by level of sentences or the amount to create.	Sentences may be types and printed or typed and emailed using new student emails.

				Phrases. Label prep, adj, noun Preposition Packet: Black out all prep. Phrases to locate and label the subjects and predicates			
10	L.7.1 (2-3 days) I can define phrase, and clause and state their function in specific sentences	Conjunctions (FANBOYS)-join words, phrases, and sentences Compound sentences Semi-Colons Interjections Complex Compound-Complex	Personal Response Sense of Audience Clear/Modeled Expectations	Create compound sentences using each conjunction Create sentences as providing variety using a semicolon... coordinating conjunctions Create sentences using interjections with correct punctuation. Create complex sentences Create compound-complex sentences	F- sentences F- Foldable creation with formula of each sentence with example.	All levels of differentiation met by level and number of sentence	Projection of Clear/Modeled examples Type sentences Email assignment or print
11	L.7.1 I can define phrase, and clause and state their function in specific sentences		Personal Response Clear/Modeled Expectations Choice Novelty & Variety	Take 12 novice sentences add at least 5 parts of speech in each sentence. This will allow students to create proficient and distinguished sentences. Parts of Speech must be	S- cumulative unit assessment	Differentiation met by creation and level of sentences. G-must use a variety of sentences studied.	Cartoon narrative of "Jack and the Beanstalk" Students may type and print or type and email

				labeled as proof of understanding detailed sentence structure. Then this must be rewritten in paragraph form.			their assessment.
1 2							