**MRS. FOREMAN’S WEEKLY AGENDA**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A picture containing toy  Description automatically generated** | **MONDAY,**  **2/13** | **TUESDAY,**  **2/14** | **WEDNESDAY,**  **2/15** | **THURSDAY,**  **2/16** | **FRIDAY,**  **2/17** |
| **CLASS WORK:**  **School Events:**  **Valentine shirts 2/14**  **Free dress top/pictures 2/16**  **Mardi gras shirts 2/17**  **\*The following assignments are DUE by Wednesday, 2/15:**  **1. Learnzillion Section Quiz (open note) from 2/9**  **2. Compare/contrast from Wednesday, 2/8**  **3. Common Lit “Black Blizzard” from 2/9** | **BR1 Quick Review!: How did the New Deal programs provide relief and conservation to the plains states?**  1. Complete Lesson 7: Create a timeline of historical events  -using shared power point  CLOSE Write it Out: The story OotD takes place during 1934 and 1935. Based on our timeline, what predictions can you make about the life the characters will experience?  **Lesson 8: Compare/contrast structures used to convey information**  Will need p.130 purple book  2. Watch interviews  -LeRoy Hankel and Ted Kooser  -What new information about the Dust Bowl environment does LeRoy Hankel provide that is new to us?  -What types of informational structures have we encountered so far? Novel/free-verse, nonfiction essays, informational texts, videos…  3. **Extension/CLOSING: Write it Out!**  **-Complete** p. 130 in purple book  -Pretend you are a publisher and wish to provide info about life in the Dust Bowl to your audience. What structure do you believe is the most effective for conveying information? What benefits/limitations for each format? Amount and range of info? Understanding info, enjoyment, and quality? CER RESPONSE: should include a claim, 2 reasons (from chart on p.130 in purple), and logical explanation for each. | **Students can wear a Valentine shirt with uniform bottom/jeans**  **BR1: RACES breakdown Part 1**  **BR2: RACES breakdown Part 2**  **Lesson 9: Understand and write about Characters**  Will need: “Spring 1934” starting on p. 37 in novel  1. “Spring 1934”  -Read “Spring 1934”  -How are characters being shaped by their environment?  --list adjectives to describe Ma, Daddy, and Billie Jo  2. Class CER Practice with **Pear Deck:** **How does Ma react to the hardships of the environment? Use evidence from the text to support your ideas.**  **Claim: In the face of hardship, Ma is….**  -Guided example on slides: In the face of hardship, Ma is angry. Why do I think Ma is angry? What text evidence can I find that shows this? How does my text evidence prove my claim?    3. Individual CER RESPONSE with **Padlet:** Using the SAME format as above, How does Billie Jo OR Daddy (pick one) react to the hardships of her or his environment? Use evidence to support your ideas. Your response should include a claim, reason, and at least 2 pieces of text evidence.  4. Add to character analysis chart (p. 116/117 purple  **CLOSING Share!: Name something new about Billie Jo or Daddy that we have learned in Spring 1934.** | **RTI Today!**  **Last day to turn in Learnzillion Section Quiz (open note) from 2/9, Compare/contrast from 2/8, and Common Lit “Black Blizzard” from 2/9.**  **BR1: RACES breakdown Part 3**  **BR2: RACES breakdown Part 4**  **Lesson 10: Analyze text for tone and mood**  Will need: novel starting p. 37, p.132-133 purple book  1. Tone/mood review  -Flocabulary video**.**  1. Reread “Beat Wheat”  -Guided practice on slide  -Which words/phrases paint a picture in your mind?  -Which words and phrases appeal to senses other than sight  -What is the speaker’s attitude toward the subject (tone)?  -What feeling do I get when I read these words (mood)?  2. Reread various poems: “Apple Blossoms” p. 43, “World War” p. 44, “Apples” p. 45, “Dust and Rain” p. 46  3. Choose 1 of the above poems just read to complete p. 133 in purple book  **CLOSING Poll on Promethean: Self reflection on the difference between tone and mood.**  **CLOSING2 SHARE: Share your answer to the question, “What is the overall tone of the poem?” with the class. How does the speaker’s tone in the poem influence the mood of the reader?** | **Students-free dress top w/uniform bottom/jeans for picture day. Only students who have prepaid/have money will take a pic!**  **BR1: Review of tone/mood depending on poll from previous day**  **BR2: Tone/mood review**  **Lesson 11: Write a poem using a model**  Will need: novel, p.133-134 purple book  **.**  1.Read “On the Road with Arley” p. 49  -Complete p. 134 purple  -Padlet discussion: What is the overall tone of the poem “On the Road with Arley”? How does the speaker’s tone in the poem influence the mood of the reader?  2. Guided practice slide: How many different meanings does the word “baby” have in the example stanza?  3. Write your own poem: Borrow a few lines from “On the Road with Arley” and use them to start your own poem:  *“Here's the way I see it, My place in the world is …”*  Write a poem about your own place in the world. Include at least 5 examples of words and phrases that communicate a specific tone and help create a specific mood.  **Will be turned in for a grade tomorrow, 2/17.** | Students can wear a Mardi Gras shirt with uniform bottom/jeans  1. RACES breakdown 1-4 Quiz using BRs from Tuesday-Thursday  2. Complete/turn in Poem using lines from “On the Road with Arley”  3. Guided reading/writing practice using Common Lit  **Have a great Mardi Gras break!** |