**Tuesday 9/2-Friday 9/5**

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| **Tues 9/2** | **Goal** | | | **Procedure** | | | |
| Literature | Establish reading expectations  Develop purpose of reading conversation | | | Bell Work—fill out Reading Goal Sheet, read over Reading Log for questions/clarifications  Brainstorm on board—“What do you read?”  “Why do you read?”  “How do you read?”  Discuss how the purpose of reading changes the method of reading  Set up different goals of reading, and how we will, in our class work, be rotating through reading approaches. | | | |
| Writing | Cover/define parts of speech | | | Bell Work—take out notecards  Continue Parts of Speech ppt, covering vocabulary card expectations  Make vocabulary cards for each part of speech | | | |
| History | Explore what makes humans unique | | | Bell Work—Venn Diagram about what makes humans unique  S put on board ideas  Boil down to the categories from that website  Walking Upright, Use of Tools & Food, Bodies, Brains, Social Life, Language & Symbols, Extreme changes to the environment) | | | |
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| **Weds 9/3** | **Goal** | | | **Procedure** | | | |
| Literature | Read for a purpose | | | As a class read Pan Gu and Na Wu  Student have time to work on their roles with teacher support | | | |
| Writing | Practice Parts of Speech, set up Poster Assignment | | | Madlib activity to check parts of speech understanding, class review of rubric for project | | | |
| History | Learn about other hominids and pre-history, notably Neanderthals and how we are similar and different  Note-taking practice | | | Begin watching Nova “What Makes us Human”  Take notes as directed by Sigrid | | | |
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| **Thurs 9/4** | **Goal** | | | **Procedure** | | | |
| Literature | Practice reading roles and discussion skills | | | Each person shared his/her role, including 3 new vocabulary words. Students wrote down pieces of each other’s work to track the discussion. | | | |
| Writing | Clarify expectations for Parts of Speech Posters | | | Parts of speech draft (each student gets two)  Begin work on posters in class—Sigrid available to answer questions | | | |
| History | Learn about other hominids and pre-history, notably Neanderthals and how we are similar and different  Note-taking practice | | | Begin watching Nova “What Makes us Human”  Take Cornell Notes as directed by Sigrid | | | |
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| **Fri 9/5** | **Goal** | | | **Procedure** | | | |
| Humanities | Friday we have only one period for Humanities. I use it to finish up whatever pieces we have dangling for the week.  Goals:  Use the question part of Cornell Notes format to check their notes for clarity and completeness | | | \*History HW due—Timeline of Ancient Civilizations  Bell Work--Take out History Notebook  Use Sigrid’s Cornell Notes to make sure your notes answer each of the questions. Write the questions down next to where they are answered—that not only helps you process and retain the information, but gives you a quick and easy study tool!  If finished, time to work on Parts of Speech Poster or to read | | | |
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| **Homework for upcoming week (9/8-9/12)** | | | **Reading (due 9/8)** | | **Writing (9/10)** | | **History (due 9/12)** |
| Reading Log, ¼ of Independent Reading Book done | | Parts of Speech Posters | | Cornell Notes about a human characteristic |