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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Standard/Objective | No School | RI.8.1 Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | ✓ I can interpret figurative and connotative, and technical language | L.8.4 & L.8.5 ✓ I can determine meaning of unknown words and understand figurative language in a text | RI.8.3: ✓ I can analyze connections between ideas, or events in a textW.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| Learning Target |  | I can use textual evidence to answer text dependent questions and create an infographic using evidence from the text.  |   I can identify positive and negative connotations in the infographics my peers created using non-fiction articles about the Holocaust.  |  I can identify the vocabulary used in the Anne Frank Flocabulary video and use the vocabulary to write a poem.  | I can read entries from Anne Frank’s diary and make connections to between what I’ve learned about the Holocaust and my own life. I can write journal entries in response to Anne Frank’s journal entries.  |
| Assignments/Activities |  | Holocaust group activity. Group reads assigned article and answers comprehension questions. Group creates an infographic about their article. | Finish infographic poster.Do a gallery walk and collect information on notecards from each of the groups’ articles. Separate the information into positive or negative ideas on the notecards.  | Anne Frank FlowcabularyAnd “Who was Anne Frank?” commonlit |  Read journal entries written by Anne Frank. Write written responses to Anne Frank’s journal entries.  |
| Graded Assessments and/or projects | See Powerschool/teams for late or missing assignments |  | Students will receive a grade for participating in reading and answering their articles commonlit questions, working with their group in creating their inforgraphic and completing their individual response card.  | Holocaust time-line Power-point due (late points taken if not turned in by 02/29Anne Frank Commonlit questions |  |
| Homework |  2 Iready lessons passed by Sunday  | 15 minutes of independent reading. | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) | 15 minutes of independent reading(Work not completed in class may be assigned for homework) |