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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday** | LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY | LABOR DAY |
| **Tuesday** | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY | ASYNCHRONOUS DAY |
| **Wednesday** | I am learning about how two or more themes develop and interact in a text. | I can discuss how two or more themes can develop and interact in a text as we discuss background information on King Arthur. | Students will complete a KWL as they walk in the door. Then the students will spend about 5 to 10 minutes doing an anticipation silent debate in which they have 1 minute to pass around a state minute and discuss if they agree/disagree and why. | We will have a chance to talk about the statements, but we will go through background notes on King Arthur and the Chivalric code, and the time period that lapsed between the setting of Beowulf and King Arthur from historical contexts. | Students will be filling out guided notes. | 3 things I learned  2 things I liked  1 question I have. |
| **Thursday** | I am learning about how two or more themes develop and interact in a text.  I am learning about how characters are developed throughout the text and how they support the theme. | I can discuss how two or more themes develop and interact in Le Morte d’Arthur.  I can discuss how characters are developed throughout the text and how they support the theme. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | 321 – 3 things I learned from the story  2 things I liked in the story  1 question I have about the story. |
| **Friday** | I am learning about how two or more themes develop and interact in a text.  I am learning about how characters are developed throughout the text and how they support the theme. | I can discuss how two or more themes develop and interact in Le Morte d’Arthur.  I can discuss how characters are developed throughout the text and how they support the theme. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | Students will start reading Le Morte d’Arthur. As they read through the text, they will fill out a graphic organizer that tracks the theme in which the students must gather evidence to support reasoning, as well as a graphic organizer on characterization. | 321 – 3 things I learned from the story  2 things I liked in the story  1 question I have about the story. |