**End of Argument Unit (2/19- 3/8)**

**Tuesday (2/19)**

Commercial viewing day

\*Complete rubrics as groups present

\*Make a list of who is in each group

\*Be sure there are enough rubrics

\*Also need to see product and backdrop

**Wednesday (2/20)**

Vocabulary Challenge (Hopscotch, flyswatter, write a story, draw a picture, scavenger hunt)

\*Create vocabulary list to have at each station (5)

\*Vocab words on index cards for hopscotch

\*Vocab words on index cards for flyswatter

Ball/dice for hopscotch

Masking tape on board and floor

Directions for each station

**Thursday (2/21)**

Scheduling

**Friday (2/22)**

Library day for Honors

Finish close-reading for blocks 2&4

**Monday (2/25) \*Observation day**

Courage unit

Assign argument essay (\*\*DUE 3/8—Friday)

Analyze structure of argument essay (style, tone, audience, purpose, cohesive/fluid)

Assign Vocab.

**Tuesday (2/26)**

Flood the class with argument pieces

Students will analyze the structure of the essays to start to get an idea of what their piece will look like

\*Find many, *many* different types of argument pieces (editorials, reviews, newspaper articles, informational pieces, SCOPE magazine?)

**Wednesday (2/27)**

Graphic organizer for essays

Continue to “flood” classroom with mentor texts

**Thursday (2/28)**

Mini-lesson: credible sources

\*Can we get a computer lab??

\*Print articles that may help when writing essay

\*Computer lab (library)

**Friday (3/1)**

MLA mini-lesson

Continue to find sources and write works cited page

\*Computer lab (Library)

**Monday (3/4)**

Vocabulary Word clouds

**Tuesday (3/5)**

Book talk to begin literature circles

\*Figure out how to get books

\*How long can we have books?

Students should record their top 5 books

Text-on-text annotation

**Wednesday (3/6)**

\*Computer lab (406)

**Thursday (3/7)**

Catch-up day

**Friday (3/8)**

Argument essay due

Library/Blog