

**ELA/Mrs. Delpidio: Week of January 19-22, 2021**

	<b>Outcomes</b>	<b>Assignments (Main things done in class)</b>
Monday - 1/18/21	No School/Martin Luther King, Jr. Holiday	
Tuesday - 1/19/21 Lesson 6	<p>Today we will:</p> <ul style="list-style-type: none"> <li>● Begin reading Part One of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</li> <li>● Use a timeline to summarize the history of sugar</li> <li>● Analyze the specific words the authors use and how these words have an impact on the meaning in the text</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will read along as the teacher reads pages 9-10 of Part One of <i>Sugar Changed the World</i>. Students will mentally note events in the history of sugar as they read.</li> <li>2. Students will discuss the question: “What is the first event we should include on a timeline about sugar?”</li> <li>3. Students will read pages 10-21 of <i>Sugar Changed the World</i> with a partner, stopping at the “Champagne Fairs.”</li> <li>4. Students will continue looking for events in the history of sugar and add to their timeline.</li> <li>5. Students will reread a portion of the text and use context clues to define the word “refine.”</li> <li>6. Students will analyze another excerpt from the text and answer the following questions during class discussion: “What image is depicted in this excerpt? What is the impact of this image on the reader?”</li> <li>7. Students will analyze a third excerpt from the text and answer the questions about an allusion in the excerpt: “Where does the bolded text (or allusion) come from? What is the impact of the allusion on the reader?”</li> <li>8. Students will reread the excerpt on page 16 of <i>Sugar Changed the World</i>, starting with “But in those days” and ending with “cranberry sauce.”</li> <li>9. Students will answer the following questions in their Reading Logs based on the information on page 16: “What is the analogy in this excerpt? How does this analogy help the reader</li> </ol>

		<p>understand people’s food preferences in ancient times? What impact does this analogy have on the reader?”</p> <p><b>Homework:</b> Independently read for 15-20 minutes every night. :)</p>
<p>Wednesday - 1/20/21 Lesson 7</p>	<p>Today we will:</p> <ul style="list-style-type: none"> <li>● Finish reading Part 1 of <i>Sugar Changed the World</i> by Marc Aronson and Marina Budhos</li> <li>● Use a timeline to summarize the history of sugar</li> <li>● Analyze the structure of a paragraph in the text and how the paragraph develops a key concept</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will finish reading Part One of <i>Sugar Changed the World</i> (pages 21-29). Students will continue looking for events in the history of sugar and adding them to the timeline.</li> <li>2. Students will reread a selected paragraph from the text and use the excerpt to discuss the following questions with a partner: “What sentence expresses the central idea? Which sentence develops the central idea? What is the function of the highlighted sentence?”</li> <li>3. Students will work with their same partners to reread another selected paragraph to determine the structure of the sentences and how the excerpt is organized.</li> <li>4. Students will reread the last full paragraph and last line of Part 1 on page 29 of <i>Sugar Changed the World</i> and answer the following questions in their Reading Logs: “What is the structure of this paragraph? What is significant about the structure of the paragraph and last line? What is the impact of the last line on the reader? What key concept does this paragraph develop?”</li> </ol> <p><b>Homework:</b> Independently read for 15-20 minutes every night. :)</p>
<p>Thursday - 1/21/21 - Friday - 1/22/21 Lesson 8</p>	<p>Today we will:</p> <ul style="list-style-type: none"> <li>● Review our extension task directions and form groups</li> <li>● Conduct research by using search terms effectively to gather resources for the group presentation</li> </ul>	<ol style="list-style-type: none"> <li>1. Students will review the extension task student directions and presentation scoring tool.</li> <li>2. Students will be assigned to their extension task groups and discuss what type of resources they want to locate with their group members.</li> <li>3. Students will write a list of the types of resources they will search for at the bottom of their extension task handout.</li> <li>4. Students will assign each group member a specific resource to</li> </ol>

		<p>locate from the list they have created.</p> <ol style="list-style-type: none"><li>5. Students will conduct research to locate each source by reviewing search results and saving relevant search results.</li><li>6. Students will discuss research reflection questions with their group members: “What resources did you find? What questions do you still have? What are your next steps for completing the presentation?” One group member will record the group’s responses.</li></ol> <p><b>Homework:</b> Independently read for 15-20 minutes every night. :)</p>
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**Highlights:** Test or Quiz; due date

**Notes:**

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