**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

## Name: Sara Visentine Law Subject/Grade: Pre-AP Reading/ELA 7th

## Week of: 4/13-17 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| MTopic: Narrative Poetry - "The Highwayman"  Goal: I will identify the elements of narrative poems and analyze how they contribute to the meaning of a piece.  TEKS: 7.4 Reading/Comprehension of Literary Text/Poetry - Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.  Resource(s): INB, Springboard, highlighters Assignment(s): **Reading**   1. Notes and Practice: Rhythm in Poetry 2. Poetic Devices in “The Highwayman” 3. Assign homework – poetry list, poetry reading log   **Reading Homework – get INB in order for Wednesday’s grade check; order your copy of *Something Wicked This Way Comes*, poetry reading**  **ELA**   1. Bell Ringer – Journal Prompt: Choices and Consequences in *Tangerine* – Turn in all 4 Charts with your journal entry 2. **“The Highwayman” Selection Test with Response to Literature**   **ELA Homework - last chance for essay revisions and online submissions** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| TTopic: Free Verse Poetry - "Yuba City School" Goal: I will select tones for a poem and support them with specific figurative language and imagery from the text.  TEKS: 7.4 Reading/Comprehension of Literary Text/Poetry - Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. Resource(s): INB, Springboard, highlighters, poster paper Assignment(s): **Reading**   1. Bell Ringer – Yuba City Quick Write and Pre-Reading Q’s 2. Recreation /Summary Activity 3. AVID “Through” activity – “Tone Posters”   **Reading Homework poetry reading, INB organization, order copy of *Something Wicked This Way Comes***  **ELA**   1. Bell Ringer – “Yuba City School” O.E.R. 2. Paired Reading   **ELA Homework - last chance for essay revisions and online submissions** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Motes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method  Other |
| WTopic: Analyzing Poetry with TP-CASTT Goal: I will critically analyze a poem and a speaker's use of inflection to convey thoughts and emotions. I will present a dramatic text convincingly. TEKS: 7.4 Reading/Comprehension of Literary Text/Poetry - Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding. Resource(s): INB, Springboards, "One Art" copies Assignment(s): **Reading**   1. **Bell Ringer – INB Check** 2. SB 5.7 “Choices” by Nikki Giovanni  * Quick Write – (a performance which moved you) * TP-CASTT   **Reading Homework poetry reading, order copy of *Something Wicked This Way Comes***  **ELA**   1. Bell Ringer – SB pg. 286 Reflection Q’s #1-3 2. Inflection Key and Oral Reading – Groups 3. Elizabeth Bishop “One Art” TP-CASTT and Inflection Marking   **ELA Homework - poetry reading, TP-CASTT, inflection marking** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| **R**  **Topic: Springboard Poetry Close Reading Workshop** **Goal**: I will examine diction and connotation in a poem to determine tone and interpret meaning.  **TEKS:** 7.4 Reading/Comprehension of Literary Text/Poetry - Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.  **Resource(s):** Springboard poetry workshop - student pages **Assignment(s):**  **Reading**   1. Bell Ringer – “One Art” Reflection *(starting today, students will start reciting “One Art” in an oral reading which reflects their interpretation and inflection marking in a meaningful way – this is worth 2 daily grades for next six weeks!)* 2. Close Reading: “The Railway Train” by Emily Dickinson  * First Reading – general understanding, inferences * Second Reading – Teacher Modeling; Vocabulary Diffusion, Understanding Check   **Reading Homework poetry reading – choose your own poem, TP-CASTT, inflection marking**  **ELA**   1. Bell Ringer – Carl Sandberg’s “The Fog” – identify extended metaphor 2. Close Reading: “The Railway Train” by Emily Dickinson  * Third Reading – Text Dependent Questioning   **ELA Homework -** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |
| **F**  **Topic: Springboard Poetry Close Reading Workshop** **Goal**: I will examine diction and connotation in a poem to determine tone and interpret meaning.  **TEKS:** 7.4 Reading/Comprehension of Literary Text/Poetry - Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.  **Resource(s): INB, Springboard, poetry workshop student pages** **Assignment(s):**  **Reading**   1. Poetry Reading Due TODAY – Turn in poetry reading log (received on Monday) 2. Bell Ringer – OPTIC Visual Analysis (pair with “The Railway Train”) 3. Close Reading: “Chicago” by Carl Sandberg  * First Reading – general understanding, inferences * Second Reading – Teacher Modeling, Vocabulary Diffusion, Understanding Check   **Reading Homework – poetry reading, TP – CASTT, inflection – due next Friday – one more week until you need your copy of *Something Wicked This Way Comes***  **ELA**   1. Bell Ringer – Video Clip of a Poetry Recitation w/ discussion Question 2. Close Reading: “Chicago” by Carl Sandberg  * Third Reading – Text Dependent Questioning   **ELA Homework - nada** | Test  Quiz  Portfolio  Project  Ind. Practice/Hwk.  Presentation  Other | Lecture  Teacher Modeling  Technology  Small Group  Class/Group Discussion  Question/Answer  Guided Practice | Cornell Notes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method:  Other |

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