**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** |
| M Topic: 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, highlightersAssignment(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       |
| T Topic: 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 paperAssignment(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       |
| W Topic: Analyzing Poetry with TP-CASTTGoal: 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" copiesAssignment(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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| Kilgo Strategies: |