**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 8/24 -8/28 Period(s): 1,2,3,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Intro to Course, Syllabus, MaterialsGoal: I will listen, take notes, and participate in discussion about the expectations and requirements for Pre-AP Reading and ELATEKS:Resource(s): Syllabus, Gallagher's *Reading Reasons*, *Six Word Memoirs*Assignment(s):**Reading**1. Bell Ringer – Gallagher’s Reading Reasons Activity
2. Class Syllabus 1st ½
3. Wrap – up: Team Builder “Human Knot”

**Reading Homework –** acquire 5 subject pocket divider spiral for INB, 1 college ruled comp book for journal – bring by Thursday along with personal bling to decorate with**ELA**1. Bell Ringer – Six Word Memoir Activity
2. Continue Class Syllabus – Teacher and Student Behavior Code for Pre-AP/Yak Herd
3. Wrap-Up: Exit Ticket (Make inferences/explain class #1 class rule and yak herd concept

**ELA Homework -** signed syllabus, class materials needed by Thursday (see above) | [ ] 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: Intro to Course, Student ExpectationsGoal: I will listen, take notes, and participate in discussion and skits about my expectations as a student in Mrs Law's class. TEKS: 7. (28) Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.Resource(s):Syllabus, Meme PowerPointAssignment(s):**Reading**1. Bell Ringer – Gallagher’s Reading Reasons Activity
2. Being Yak-Like – Meme PPoint
3. Interest Survey

**Reading Homework –** acquire 5 subject pocket divider spiral for INB, 1 college ruled comp book for journal – bring by Thursday along with personal bling to decorate with**ELA**1. Bell Ringer – Pre-AP Code Contract
2. Time Capsule Letter

**ELA Homework -** signed syllabus, class materials needed by Thursday | [ ] 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: Metacognition, Time Capsule Reflective WritingGoal: R - I will observe and discuss teacher modeled metacognition and will make my own metacognition notes based on my teacher's examples and my own thinking. ELA - I will write reflectively to express myself in a friendly letter format.TEKS: 7. (28) Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.7. (6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;Resource(s): Time Capsule Letters, individual copies of Story of an HourAssignment(s):**Reading**1. Bell Ringer – Close Reading Quick Write
2. “Story of an Hour” Metacognition Lesson

**Reading Homework –** acquire 5 subject pocket divider spiral for INB, 1 college ruled comp book for journal – bring by Thursday along with personal bling to decorate with**ELA**1. Bell Ringer – Sentence Composing
2. Time Capsule Letter

**ELA Homework -** signed syllabus, class materials needed by Thursday | [ ] 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: Story of an Hour Metacognition,** **Goal**: R - I will practice annotating metacognition on a short story. ELA - I will write reflectively to express myself in a friendly letter format. I will set up and organize my materials to make success this year more attainable.**TEKS: 7. (28)** Listening and Speaking/Teamwork.: Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.**7.(6)** Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. **(B)** analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;**Resource(s):**Metacognition charts, Springboard texts, **Assignment(s):****Reading**1. Bell Ringer – “Story of an Hour” inference question
2. Complete “The Story of an Hour” if necessary
3. Set up Composition books and INB’s

**Reading Homework – enroll on class website and remind.com if you have not already done so**, finish setting up journals and INB’s**ELA**1. Bell Ringer – Killgallon Sentence Composing
2. Complete Time Capsule letters
3. Set up Composition Books and INB’s

**ELA Homework -** late materials due tomorrow, all syllabus signature pages are due tomorrow | [ ] 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: Library Orientation and Independent Reading, Unpacking EA1****Goal**: R - I will learn my independent reading expectations for this six weeks, take notes over a teacher modeled reading log, and practice locating material in the library after a library orientation. ELA - I will analyze the skills and knowledge necessary for success on our first SB embedded assessment. I will create a concept map on choice. **TEKS:** 7. (2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing. (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (10) Reading/Comprehension of Informational Text/Expository Text.: Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. (A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning; (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text**Resource(s):** reading logs, Springboard texts**Assignment(s):****Reading**1. Bell Ringers due!
2. **Library Orientation and Book Checkout**

**Reading Homework –** Read for fun – reading log starts Monday**ELA**1. Bell Ringer – (Turn in today) Journal Prompt
2. Assign Springboards
3. SB 1.1 Unpacking EA 1

**ELA Homework -** signed syllabus, late materials needed for Monday | [ ] 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:**How do authors use narrative elements to create a story? Choose 3 narrative elements discussed in class from the text and explain how the author used them to shape his story.****Why is storytelling an important aspect of a culture or society? Explain the importance of storytelling in our society citing at least 3 defendable reasons.** |