**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 8/31 – 9/4 Period(s): 1,2,3,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Set up Supplies, Color-Code Personality Survey and Grouping Cards, Goal: TEKS:Resource(s): Assignment(s):**Reading**1. Bell Ringer – “The Most Dangerous Game” Reflection
2. Set up INB and Journal

**Reading Homework – finish setting up supplies by Wednesday for grade check****ELA**1. Bell Ringer – Sentence Composing
2. Set up INB and Journal
3. “Color Code” Personality Survey and Grouping Cards

**ELA Homework – – finish setting up supplies by Wednesday for grade check** | [ ] 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: "Story of an Hour" Metacognition Lesson, INB Setup, Unit 1 Content VocabularyGoal: TLW practice using a variety of reading strategies to decode and make inferences from a multi-layered text. TLW analyze the skills and knowledge necessary for our narrative unit.TEKS: R - Fig19D - Make complex inferences about text - support answers with evidence from the text. ELA - 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 textResource(s): INB, Springboard texts, student copies of SoaH, highlightersAssignment(s):**Reading**1. Bell Ringer – SoaH Inference Question
2. Complete SoaH Metacognition lesson and add Meta Notes to INB
3. Reading Logs
4. Wrap-Up

**Reading Homework –independent reading/reading log****ELA**1. Bell Ringer – SB 1.2 Concept Map and Quote Response
2. SB 1.3 Choice Options
3. SB 1.1 Unpacking EA1 and unit preview

**ELA Homework - – finish setting up supplies by Wednesday for grade check** | [ ] 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: Poetry and Novel Excerpt - The Power of Choice, NoRedInk IntroGoal: TLW create an interactive notebook for the year. TLW analyze a poem which deals with the narrator's ability to choose his fate. TLW annotate and analyze a narrative excerpt to explore a character's choices and their motivations.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 text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.(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 conflictsResource(s): INB, Springboard Texts, highlightersAssignment(s):**Reading**1. Bell Ringer – Nancy Dean Voice Lesson and comp book check
2. SB 1.5 – “The Road Not Taken”
3. SB 1.6 – “Staying Fat for Sarah Byrnes”

**Reading Homework – independent reading/reading log****ELA**1. Bell Ringer – Sentence Composing and INB check
2. Library/Computer Lab: NoRedInk Registration, Diagnostic, and Practice

**ELA Homework - capitalization practice on NoRedInk – due Friday by 9 p.m.** | [ ] 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: Elements of a Personal Narrative****Goal**: TLW identify patterns in various parts of speech and apply them to vocabulary study. TLW analyze a text and prior knowledge to determine the elements of a personal narrative. TLW generate a topic list for personal narrative writing. **TEKS:** (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;**Resource(s):** Springboard text, INB**Assignment(s):****Reading**1. Bell Ringer – Elements of a Personal Narrative Discussion and Notes
2. SB 1.8

**Reading Homework –independent reading/reading log****ELA**1. **Bell Ringer** – SB 1.7 pg. 13 and discussion
2. **Nancy Atwell Mini**-lesson and Notes: Questions for Memoirists and Memoir-Worthy Experiences

**ELA Homework - Finish “Memoir-Worthy Experiences” list – at least 10 strong narrative leads; capitalization practice on NoRedInk due Friday by 9 p.m.**  | [ ] 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: Analyzing and Writing Personal Narratives****Goal**: TLW learn the do's and don't's of effective student writing groups. TLW free write on a personal narrative topic. **TEKS:** (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed; (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 (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;(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):** **Assignment(s):****Reading**1. Bell Ringer – SB pg. 18
2. -SB 1.9

**Reading Homework – independent reading/reading log****ELA**1. Bell Ringer – Journal Prompt – choose one of your ‘Memoir-Worthy Experiences” and complete some free writing about it (grade check for topic list)
2. SB 1.13 Writing Groups

**ELA Homework - none** | [ ] 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.** |