**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 12/1 – 12/5 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Audiences in Advertisements, Comma Rules Goal: **I will recognize the ways that advertisers target specific audiences. I will understand the relationship between purpose and audience. I will identify fused sentences and comma splices and repair them using semi-colons and commas.**TEKS: **(11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts. **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. (C) evaluate various ways media influences and informs audiencesResource(s): INB, Springboard, magazines, www.chompchomp.com Assignment(s):**Reading**1. Bell Ringer – SB pg. 107-111 consumer surveys
2. SB 2.7 “Audiences in Advertisements: Part One”

\*new vocabulary word lists given**Reading Homework –** independent reading/reading log (nonfiction), study vocabulary (quiz in 2 weeks)**ELA**1. Bell Ringer – Journal Prompt
2. [www.chompchomp.com](http://www.chompchomp.com) practice – group work, whole class

**ELA Homework comma practice #2 due this Wednesday on NoRedInk** | [ ] 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: Common Persuasive Words and Phrases, Comma RulesGoal: **I will identify key words and phrases used by advertisers to persuade. I will examine the effects of specific persuasive words and phrases. I will write an advertisement applying advertising techniques and words. I will find examples of each comma rule from various printed publications.**TEKS: **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. **(C)** evaluate various ways media influences and informs audiences; and (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 issuesResource(s): magazines, INB, SpringboardAssignment(s):**Reading**1. Bell Ringer – SB pg. 118
2. SB 2.8 pg. 119 “Common Persuasive Words and Phrases”

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 2 weeks)****ELA**1. New Groups Assigned
2. Bell Ringer – Revision
3. Comma Posters

**ELA Homework comma practice #2 due this Wednesday on NoRedInk** | [ ] 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: Audience in Advertisements, Comma RulesGoal: **I will recognize and analyze ways that advertisers target specific audiences and use particular words and phrases to persuade.** I will find examples of each comma rule from various printed publications.TEKS: **(11)** Reading/Comprehension of Informational Text/Persuasive Text.: Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. **(B)** identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts. **(13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. (C) evaluate various ways media influences and informs audiencesResource(s): magazines, poster paper, Springboards, INBAssignment(s):**Reading**1. Bell Ringer – Ad Analysis
2. SB 2.9 “Audience in Advertisements Part Two”

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 2 weeks)****ELA**1. Bell Ringer – Revision and Editing
2. Complete Group Comma Posters

**ELA Homework - comma practice #2 due by 10 p.m. tonight on NoRedInk** | [ ] 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 Advertisements, Parts of Speech Review****Goal**: I will understand the key elements of a print advertisement and the intended effects on an audience. I will create an advertisement which includes all key elements of a print advertisement. I will review the basic parts of speech in order to better understand how phrases and clauses can act as those parts of speech in sentences. **TEKS: (13)** Reading/Media Literacy: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. **(C)** evaluate various ways media influences and informs audiences**Resource(s):** magazines, INB, Springboard**Assignment(s):****Reading**1. Bell Ringer – Ad Analysis
2. SB 2.10 “Elements of Advertisements”

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 2 weeks)****ELA**1. Bell Ringer – Word Sort
2. Parts of Speech Notes and Activities

**ELA Homework - practice commas to mastery; quiz next Wednesday!** | [ ] 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: Analytical Writing, Prepositional Phrases****Goal**: I will identify and evaluate advertising techniques. I will write a well-developed analytical paragraph. I will identify and isolate prepositional phrases in sentences and examine their impact on subject/verb agreement. **TEKS: (13)** Reading/Media Literacy.: Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. **(A)** interpret both explicit and implicit messages in various forms of media; **(C)** evaluate various ways media influences and informs audiences; and **(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;**Resource(s): magazines, Springboard, INB****Assignment(s):****Reading**1. Bell Ringer – Ad Analysis
2. SB 2.11 “Analysis of an Advertisement”

**Reading Homework – independent reading/reading log (nonfiction), study vocabulary (quiz in 1 week)****ELA****ELA**1. Bell Ringer – Journal Prompt
2. Prepositional Phrases

**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       |

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| Kilgo Strategies: |