**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

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

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Paired Reading, Identifying Author's P.O.V. Goal: **I will connect theme across genres in a poem and an article. I will review a selection of political cartoons about a current event, identify author's p.o.v., and compare/contrast cartoons with opposing views.** TEKS: **Fig 19 - compare themes cross genres****(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; **(D)** edit drafts for grammar, mechanics, and spelling; and **(17)** Writing/Expository and Procedural Texts.: Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. **(B)** write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context; **(18)** Writing/Persuasive Texts.: Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that: **(A)** establishes a clear thesis or position; **(B)** considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and **(20)** Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.: Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. **(A)** use conventions of capitalization;Resource(s): INB, Springboard, magazines, www.chompchomp.com Assignment(s):**Reading**1. Paired Poetry Reading “ November for Beginners”
2. Article of the Week – Political Cartoons with Reflection

**Reading Homework –** independent reading/reading log (nonfiction), study vocabulary (quiz on Friday)**ELA**1. “Fighting Back” - Springboard 2.12 Business Letter

**ELA Homework apostrophe assignment on NoRedInk due Friday by 10 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       |
| T Topic: Target Audiences, Persuasive Text, ApostrophesGoal: **I will identify key words and phrases used by advertisers to persuade. I will examine the effects of specific persuasive words and phrases on specific audiences.** 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 – Persuasive Passage
2. Target Audience 2.7 #4 and 5
3. Target Audience Brainstorming

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 1 week)****ELA**1. Bell Ringer – Grammar Review
2. Apostrophe Mini-lesson Notes and Practice

**ELA Homework apostrophe practice due by Friday @ 10 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 Motes:     [ ] Socratic Seminar:     [ ] Philosophic Chairs:     [ ] Quick Writes:     [ ]  Learning Logs:[ ]  Inquiry Method[ ]  Other       |
| W Topic: Analysis of an Advertisement, Analytical ParagraphGoal: **I will identify and evaluate advertising techniques. I will write a well-developed analytical paragraph.** **Reading**1. Bell Ringer – Persuasive Passage
2. SB 2.11 “Analysis of an Advertisement”

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 1 week)****ELA**1. Bell Ringer – Grammar Review
2. SB 2.11 #2
3. Introduce Ad Campaign – Embedded Assessment 1

**ELA Homework - apostrophe practice due by Friday @ 10 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: What We Choose to Believe, Original Ad Campaign****Goal**: I will examine an author’s persuasive skills. I will consider how a reader’s mind can be changed by a persuasive text. I will create a print ad and a commercial for an original product or service which is tailored to a specific target audience and which improves upon an existing ad. I will write evaluate an advertisement’s effectiveness. **TEKS:** (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; (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. (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):** magazines, INB, Springboard**Assignment(s):****Reading**1. Bell Ringer – Persuasive Passage
2. SB 2.13 “America the Not-So Beautiful”

**Reading Homework independent reading/reading log (nonfiction), study vocabulary (quiz in 1 week)****ELA**1. Library – Groups work on Original Ad Campaign (print ad, commercial, expository writing = glogster

**ELA Homework – 1) apostrophe assignment due Friday @ 10 p.m. 2) Original Ad Campaign due next 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       |
| **F** **Topic: Intro to Rhetoric, Original Ad Campaign****Goal**: I will examine an author’s persuasive skills. I will consider how a reader’s mind can be changed by a persuasive text. I will create a print ad and a commercial for an original product or service which is tailored to a specific target audience and which improves upon an existing ad. I will write evaluate an advertisement’s effectiveness. **TEKS: (**7) Reading/Comprehension of Literary Text/Literary Nonfiction.: Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it. (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. (B) distinguish factual claims from commonplace assertions and opinions;**Reading**1. Vocabulary Quiz (Port and Miss/Mit)
2. **Intro to Rhetoric –** Mini lesson and Notes

**Reading Homework – independent reading/reading log (nonfiction), study vocabulary (quiz in 1 week)****ELA****ELA**1. Original Ad Campaign

**ELA Homework - apostrophe assignment due tonight by 10, Ad Campaign due 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       |

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