**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 2/23-27 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M **Topic: Flocabulary Unit 2 Quiz, Reading Day**  Goal: I will make inferences about characters and details from *Tangerine*. I will write a persuasive letter in response to an editorial, agreeing or disagreeing with the author.  TEKS:7.6 Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. 7.18 Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.  **Reading**   1. BR – Flocabulary Unit 2 Quiz 2. *Tangerine* reading and journaling day   -  DUE TODAY: any outstanding Unit 2 charts, any remaining *Tangerine* WebQuest assignments  HW: *Tangerine*  Part 1 reading, journals, and role sheets due Friday  **ELA**   1. Subject/Verb Agreement Presentation and Cornell Notes 2. Complete and Submit “Letter to the Editor” assignment (SB pg. 166-169)   DUE TODAY: : “Letter to the Editor” assignment  HW: “Letter to the Editor” due tomorrow if not finished in class; NRI- subject/verb agreement due Friday | 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: Levels of Questioning, Critical Narrative Revision  Goal: I will create interpretive and inference-based questions from a text. I will revise my narrative writing for clarity of ideas, thoughts and feelings, sensory detail, and sentence variety.  TEKS: Fig19b - Create and answer multi-level questions from a fiction text. 7.14C - 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 Assignment(s): **Reading**   1. Intro Flocabulary Unit 3 2. INB Notes- Levels of Questions 3. Create *Tangerine* questions   DUE TODAY: none  HW: *Tangerine*  Part 1 reading, journals, and role sheets due Friday  **ELA**   1. Critical Essay Revision: Midterm Personal Narrative [score point group meetings, model essay analysis, begin revision activities   DUE TODAY: late “Letter to the Editor” assignments  HW: NRI subject/verb agreement due Friday | 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: Close Reading - Fiction Text  Goal: I will conduct a close reading of a text in order to understand character relationships and major themes from the text.  TEKS: 7.14C - 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 7.6 Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Resource(s):  Assignment(s): **Reading**   1. **BR – Flocabulary Unit 3** 2. **SB – *Tangerine* analysis activities – whole class**   DUE TODAY: none  HW: *Tangerine*  Part 1 reading, journals, and role sheets due Friday  **ELA**   1. Critical Essay Revision: Midterm Personal Narrative “Best School Day”   DUE TODAY:  HW: NRI – subject/verb agreement due Friday | 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:**  **Goal**: I will  **TEKS:**  7.14C - 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 transitions7.6 Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. Fig19e – multi-level questions  **Resource(s):**  **Assignment(s):**  **Reading**   1. BR – Flocabulary Unit 3 2. Prep for tomorrow’s literature circle meeting over all of *Tangerine* Part 1   DUE TODAY:  HW: *Tangerine*  Part 1 reading, journals, and role sheets due Friday  **ELA**   1. Critical Essay Revision: Midterm Personal Narrative “Best School Day”   DUE TODAY:  HW: NRI – subject/verb agreement due tomorrow @ 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 |
| **F**  **Topic:**  **Goal**:  **TEKS:** 7.14C - 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 ; Fig19D, 7.28 – Listening and Speaking  **Reading**   1. Kahoot Quiz *Tangerine* Part 1 2. Literature Circle Meeting   DUE TODAY: Part 1 reading, role sheets, and journals  HW: Unit 3 Flocabulary, continue reading *Tangerine*  **ELA**  NO AFTERNOON CLASSES    DUE TODAY:  HW: NRI- subject/verb agreement due by 10 p.m., have new-and-improved “Best School Day” essays ready to type on 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: |