**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 1/20/14 – 1/23/14 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| TTopic: SOAPSTONE Analysis, Flocabulary Diagnostic, Clauses and Sentence TypesGoal: I will identify and analyze two sides of an issue. I will learn the difference between phrases and clauses and identify sentence types by their parts.TEKS: (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; (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence. (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): Flocabulary diagnostic, Springboards, INBAssignment(s): ReadingBR – Create a visual representation or a written explanation of the relationship between a speaker/author, their audience, and the purpose of a message.-Flocabulary Diagnostic Test-Grade/Review pg. 145-146 SOAPSTONE, summaries of “Buying into the Green Movement.”DUE TODAY: 3RD SIX WEEKS READING LOGS, EDITORIAL SCAVENGER HUNTS, grade check for SB pg. 145-146HW: late edit. Scav hunts and reading logs due tomorrow for -15**ELA**BR – Figurative Language Task Cards-Notes and Practice: Clauses, Phrases, and Sentence Types-Homework letterDUE TODAY: N/AHW: Clauses and Phrases 2 on NRI, signed hw letter due by 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       |
| W Topic: Articles vs. Editorials, Clauses and Sentence TypesGoal: I will identify and analyze two sides of an issue. I will learn the difference between phrases and clauses and identify sentence types by their parts. I will analyze the differences between news articles and editorials.TEKS: (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; (D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence. (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): Springboards, INBAssignment(s):**Reading**BR – Persuasive Passage-News vs. Views (SB 2.16) take a stand, read and annotate positions, complete questionsDUE TODAY: n/aHW: new reading logs assigned, complete 2.16 questions (minutes count towards rlog)**ELA**BR – Figurative Language Task Cards-Notes and Practice: Clauses, Phrases, and Sentence TypesDUE TODAY: n/aHW: clauses and phrases 2 on NRI, HW letter 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       |
| TH Topic: Establishing Positions and Supporting Claims, Sentence TypesGoal: I will examine an argument and explore a position on the issue. I will learn the difference between phrases and clauses and identify sentence types by their partsTEKS: (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; (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): Springboard, INBAssignment(s):**Reading**BR – Persuasive Passage-Grade 2.16 questions-2.17 – SB School Uniforms debateDUE TODAY: last day for late scav hunts and rlogsHW: new reading log**ELA**BR – Figurative Language Task Card-Notes and Practice: Clauses, Phrases, and Sentence TypesDUE TODAY: HW: clauses and phrases 2 on NRI, HW letter 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       |
| **FRI** Topic: Intro to Rhetoric, Sentence TypesGoal: I will learn the difference between phrases and clauses and identify sentence types by their parts. I will identify the 3 main rhetorical appeals and analyze their effects.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.**Resource(s):** Springboards, INB**Assignment(s):****Reading**BR – Persuasive Passage-Ethos, Pathos, LogosDUE TODAY: reading bell ringersHW: new reading logs**ELA**BR – Journal Prompt-Notes and Practice: Clauses, Phrases, and Sentence TypesDUE TODAY: **Clauses and Phrases 2 on NRI**HW: study notes | [ ] 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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