**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 11/10 – 11/14 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Consumerism and the Art of Persuasion: Previewing Unit 2 and Consumeropoly Game Goal: I will identify skills and knowledge necessary for success in this unit. I will explore how advertisers attempt to influence consumers. I will evaluate the forces of consumerism in my and my peers' lives.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. (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 text (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. (C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and (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. (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; (12) Reading/Comprehension of Informational Text/Procedural Texts.: Students understand how to glean and use information in procedural texts and documents. (A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and (26) Listening and Speaking/Listening.: Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; 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): Springboards, Consumeropoly Games for each groupAssignment(s):**Reading**1. Bell Ringer – Quick Write: Persuasion and Media Influence
2. SB 2.1 and 2.3 - Consumeropoly

**Reading Homework –** independent reading/reading log – free reading; new reading focus starts Thursday; practice new word list on Quizlet, **PG. 94 CHART IN SB DUE TOMORROW IF NOT DONE IN CLASS!****ELA**1. Bell Ringer – Millennial Punctuation
2. Create final drafts of Original Myths; edit/proofread carefully, color-code – turn in final copies with illustrations and rubrics

**ELA Homework - quotation marks quiz on Thursday and commas begin; make sure myth is ready for sharing tomorrow** | [ ] 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: Today's Youth and Advertising, Consumeropoly Post PlayGoal: I will recognize and analyze the influence of others on my choices. I will write and revise an expository paragraph.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. C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and (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. (A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and 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; (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; D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (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. (A) write a multi-paragraph essay to convey information about a topic that: (i) presents effective introductions and concluding paragraphs; (ii) contains a clearly stated purpose or controlling idea; (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs; 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;Resource(s): Assignment(s):**Reading**1. Bell Ringer – Quick Write reflection for SB pg. 94 (participation check)
2. Complete Consumeropoly game, reflection, discussion
3. 2.2 “Today’s Youth and Advertising” expository article

**Reading Homework** independent reading/reading log – free reading; new reading focus starts Thursday; practice new word list on Quizlet**ELA**1. Share Original Myths

**ELA Homework - quotation marks quiz on Thursday and commas begin; late myths due tomorrow for -15** | [ ] 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: Facts about Marketing to Children - Expository ArticleGoal: I will identify main types of media influence. I will recognize the role that advertising plays in the media. I will consider factors that affect consumer choices. 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 (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 positionResource(s): INB, magazines, butcher paper, SpringboardsAssignment(s):**Reading**1. Bell Ringer – INB Genre Notes
2. SB 2.4 “Media, Advertising, and Consumer Choices”
3. Media Homework Assigned – due Monday

**Reading Homework** reading log –free reading – new words on quizlet – begin Media homework due Monday!**ELA**1. Bell Ringer – Millennial Punctuation
2. Mini-lesson: Top 4 Comma Omissions

**ELA Homework - quotation marks quiz tomorrow! Practice 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** * 1. **Topic: Facts about Marketing to Children, Intro to Rhetoric****Goal**: I will identify main types of media influence. I will recognize the role that advertising plays in the media. I will consider factors that affect consumer choices. I will explore the relationship between purpose, message, and audience. I will learn about the 3 main rhetorical appeals – ethos, pathos, and logos.**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.
	2. **(C) evaluate various ways media influences and informs audiences; and**
	3. **(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**

**Resource(s):** Springboards, magazines, INB**Assignment(s):****Reading**1. Bell Ringer – Vocabulary
2. Complete SB 2.4
3. The Art of Rhetoric: Mini lesson and Notes

**Reading Homework reading log –start nonfiction reading – new words on quizlet –Media homework due Monday****ELA**1. Computer Lab/Library: NoRedInk: Quotation Mark Quiz and Comma Assignment
2. Check out nonfiction resources for independent reading

**ELA Homework - study comma notes, complete comma assignment on NoRedInk and practice to mastery by next 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       |
| **F** **Topic: Main Persuasive Techniques in Advertising****Goal**: I will recognize methods that advertisers often use to persuade. I will analyze advertisements for these techniques. I will apply these techniques to different audiences. **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. (B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; (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 issues.**Resource(s): Springboards, copies of poem for each student, INB, magazines****Assignment(s):****Reading**1. Bell Ringer – Poetry Friday
2. SB 2.5 “Persuasive Techniques”

**Reading Homework –** **ELA**1. Bell Ringer – NO ELA CLASSES TODAY; EARLY RELEASE!

**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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