**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 11/17-11/21 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Persuasive Techniques Goal: I will recognize methods that advertisers often use to persuade. I will analyze advertisements for these techniques. I will apply the 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): Springboard, INB, paperclipsAssignment(s):**Reading**1. Bell Ringer – Review pg. 112-113 Persuasive Techniques
2. 2.5 Persuasive Techniques Extension (Groups choose audience and technique – create original exciting ad for a boring everyday object: the paperclip. Winners get mercy pass

**Reading Homework –** T.V. Chart assigned (in lieu of required reading minutes this week, due Friday; vocab quiz Friday over ject/set, independent nonfiction reading**ELA**1. Finish presenting original myths

**ELA Homework quotation marks quiz and comma assignment due Friday 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: Advertising Claims; Most Common Comma OmissionsGoal: I will recognize the ways in which advertises use words to persuade. I will write using persuasive language. I will edit text for the most common comma omissions.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 audiences; and (25) Research/Organizing and Presenting Ideas.: Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (A) draws conclusions and summarizes or paraphrases the findings in a systematic wayResource(s): Springboard, INB, Atwell Comma Notes, magazinesAssignment(s):**Reading**1. Bell Ringer – SB pg. 114
2. SB 2.6 – Advertising Claims

**Reading Homework** T.V. Chart (in lieu of required reading minutes this week, due Friday; vocab quiz Friday over ject/set, independent nonfiction reading**ELA****ELA**1. Bell Ringer – Comma Splices
2. Mini-lesson: Most Common Comma Omissions

**ELA Homework quotation marks quiz and comma assignment due Friday 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: Media, Advertising, and Consumer ChoicesGoal: I will identify main types of media. I will recognize the role that advertising plays in the media. I will consider factors that affect consumer choices. I will recognize the ways in which advertisers use words to persuade.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, Springboard, magazinesAssignment(s):**Reading**1. Bell Ringer – pg. 116 – Advertising Claims in Print Ads
2. SB 2.4 Individual and Class Surveys: Media Influence

**Reading Homework** T.V. Chart (in lieu of required reading minutes this week, due Friday; vocab quiz Friday over ject/set, independent nonfiction reading**ELA**1. Bell Ringer – Commas
2. Expository Paragraph

**ELA Homework - quotation marks quiz and comma assignment due Friday 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: Audience in Advertisements, Expository Paragraphs****Goal**: I will recognize the ways that advertisers “target” specific audiences. I will understand the relationship between purpose and audience. I will write an expository paragraph which analyzes the content of an advertisement. **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 audiences**Resource(s):** Springboard, INB, magazines**Assignment(s):****Reading**1. Bell Ringer – #1-3 pg. 117
2. SB 2.7 #4&5 “Audience in Advertising”

**Reading Homework** T.V. Chart (in lieu of required reading minutes this week, due Friday; vocab quiz Friday over ject/set, independent nonfiction reading**ELA**1. Bell Ringer – Commas
2. Expository Paragraph over individually selected advertisement

**ELA Homework - quotation marks quiz and comma assignment due Friday 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       |
| **F** **Topic: How Advertisers "Target" Specific Audiences, Comma Rules****Goal**: I will recognize the ways that advertisers “target” specific audiences. I will understand the relationship between purpose and audience I will create a flipbook of comma rules and create original examples. **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 audiences**Resource(s): Springboard, INB, magazines, comma foldable****Assignment(s):****Reading**1. Bell Ringer – Quick Write/Discussion over T.V. charts – TURN IN
2. Vocab Quiz (ject/set)
3. Target Audience Group Posters

**Reading Homework – independent reading over nonfiction resumes****ELA**1. Bell Ringer – Journal Prompt
2. Comma Notes and examples – all rules

**ELA Homework - NoRedInk assignments due by 10 p.m. tonight!** | [ ] 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: |