**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 11/3 – 11/7 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Mythology Book Report, Mythology Review, Creating an Original Myth Goal: I will create an original myth that explains a natural phenomenon and teaches a lesson or moral. I will review elements and concepts of the mythology genre for tomorrow's test.TEKS: (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; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (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 audiencesResource(s): Springboard, INB, Mythology PowerPointAssignment(s):**Reading**1. Complete mythology book reports
2. Mythology Review

**Reading Homework –** Vocab Quiz Friday, continue with reading log (free reading this week)**ELA**1. Embedded Assessment 1.2- Creating an Original Illustrated Myth

Steps 5 and 6**ELA Homework – quotation assignment due on NoRedInk 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       |
| T Topic: Mythology Test, Creating an Original MythGoal: I will create an original myth that explains a natural phenomenon and teaches a lesson or moral. I will answer level 2 and 3 questions over several myths. I will write a response to literature over a paired reading.TEKS: (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; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (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 audiencesResource(s): INB, Springboard, individual copies of test for each studentAssignment(s):**Reading**1. Unit 1: Mythology Multiple Choice Test with Response to Literature

\*\*Extra Credit Symbolism Assignment DUE**Reading Homework** Vocab Quiz Friday, continue with reading log (free reading this week)**ELA**1. Embedded Assessment 1.2- Creating an Original Illustrated Myth

Steps 7 - 10**ELA Homework – practice quotation marks to mastery by Friday for quiz** | [ ] 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: Greek Underworld, Creating an Original Myth Goal: I will create an original myth that explains a natural phenomenon and teaches a lesson or moral. I will create a context for better understanding Greek mythology by studying the "layout" of the Greek Underworld and the ideas/concepts behind it.TEKS: (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; (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing; (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 audiencesResource(s): INB, Springboard, Underworld boardsAssignment(s):**Reading**1. Bell Ringer – test completion
2. Greek Underworld

**Reading Homework** Vocab Quiz Friday, continue with reading log (free reading this week)**ELA**1. Bell Ringer – Millennial Punctuation (2 student presentation)
2. Embedded Assessment 1.2- Creating an Original Illustrated Myth

Step 11 – Write clean 2nd draft (grade check) and begin editing**ELA Homework - – practice quotation marks to mastery 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       |
| **R** * 1. **Topic: Unit 2: What Influences My Choices? Creating an Original Myth****Goal**: I will create an original myth that explains a natural phenomenon and teaches a lesson or moral. I will study the 4 most common comma omissions and practice editing prose writing by those rules. **TEKS:** (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	2. (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;
	3. (B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
	4. (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;
	5. (D) edit drafts for grammar, mechanics, and spelling; and
	6. (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

**Resource(s):** INB, Springboard, highlighters**Assignment(s):****Reading**1. Bell Ringer – Unit 2 Essential Questions
2. Consumeropoly Game (SB 2.3)

**Reading Homework** Vocab Quiz Friday, continue with reading log (free reading this week)**ELA**1. Bell Ringer – Millennial Punctuation (2 student presentation)
2. Mini-lesson: Comma Omissions
3. Writing Groups – Edit Original Myths

**ELA Homework - quotation quiz 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       |
| **F** **Topic: Unit 2: What Influences My Choices? Creating an Original Myth****Goal**: **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; and (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;**Resource(s): Springboard, INB, highlighters, sentence strips****Assignment(s):****Reading**1. Bell Ringer – Vocabulary Quiz (distribute new words)
2. SB Unit 2.1 and 2.2 – Unit Overview and “Today’s Youth Look to Advertising…”

**Reading Homework –** continue with reading log (free reading this week), work with new vocabulary words on Quizlet**ELA**1. Bell Ringer – Millennial Punctuation (2 student presentation)
2. Embedded Assessment 1.2- Creating an Original Illustrated Myth

Write final draft and color-codeAssemble IllustrationsAttach Rubrics**ELA Homework - quotation quiz Monday and Comma practice begins….** | [ ] 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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| **Embedded Assessment 1.2 “Creating an Original Myth” is located in its entirety on Springboard pages 81 – 87.**  |