**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 10/13 – 10/17 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Fascinating and True Facts about Punctuation, Mythology Research Goal: TLW learn some of the history behind different punctuation marks in order to better understand how and when they should be used. TLW create an original punctuation mark which could be inserted into text to indicate something brand new about what a writer wants readers to do or understand. TLW understand the influence of mythology. TLW recognize the connections between myths of various cultures. TEKS: (3) Reading/Comprehension of Literary Text/Theme and Genre.: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories);Resource(s): Library, Springboard texts, INB, index cardsAssignment(s):**Reading**1. Bell Ringer – Vocabulary Quiz over –spec- and related words
2. LIBRARY – Mythology research for Wanted/Missing Poster presentations
3. P.E.E.C. Paragraph for “A Single Shard” is DUE

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature, study new vocabulary list for –dict-, work on Mythology Wanted Poster (FRIDAY)**ELA**1. **TURN IN YOUR TIMED WRITING FINAL DRAFTS, ORIGINAL, AND REVISION REFLECTION!**
2. Bell Ringer – Capitalization (2 original sentences which demonstrate the correct use of rule 5 and 6 from pg. 2 INB Grammar section. Use one of your new vocabulary words.
3. Spelling Quiz over –spec- and related words
4. Mini-lesson: The Strange but True History of Punctuation

**ELA Homework –** Create an original piece of punctuation for our day and age which could be inserted into texts to indicate something brand new about what a writer wants readers to do or understand. **DUE 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: Mythology Research, ColonsGoal: TLW understand the influence of mythology. TLW recognize the connections between myths of various cultures. TLW learn when to use a colon in punctuation. TEKS: (3) Reading/Comprehension of Literary Text/Theme and Genre.: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories);Resource(s): INB, Springboards, craft supplies for postersAssignment(s):**Reading**1. Bell Ringer – Narrative Terms
2. Work Day for Mythology Poster Presentations

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature, study new vocabulary list for –dict-, work on Mythology Wanted Poster (FRIDAY)**ELA**1. Turn in new punctuation mark homework!
2. **Bell Ringer** – Capitalization (2 original sentences which demonstrate the correct use of rule 3 and 4 from pg. 2 INB Grammar section. Use one of your new vocabulary words.
3. Mini-lesson: Colons

**ELA Homework –** late punctuation marks 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: "Daedalus and Icarus," Semi-ColonsGoal: TLW make personal connections to myths. TLW understand the structural elements of plot. TLW recognize theme in a literary work. TEKS: (3) Reading/Comprehension of Literary Text/Theme and Genre.: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (A) describe multiple themes in a work of fiction; (C) analyze how place and time influence the theme or message of a literary work. (6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;Resource(s): Springboard, INB, computer lab accessAssignment(s):**Reading**1. Bell Ringer – Narrative Terms
2. SB 1.20 “Daedalus and Icarus” – Anticipation Guide pg. 52 plus OPTIC analysis of related artwork – begin oral reading in small groups.

**Reading Homework –** WANTED/MISSING POSTERS DUE FRIDAY for presentation**ELA**1. Bell Ringer – Colons
2. Mini-lesson: Semi-Colons
3. Library/Lab – [www.noredink.com](http://www.noredink.com) assignment on colons and semi-colons

**ELA Homework -** late punctuation marks due tomorrow for -30, practice with semi-colons and colons | [ ] 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: “Daedalus and Icarus,” How to Punctuate Dialogue****Goal**: TLW make personal connections to myths. TLW understand the structural elements of plot. TLW recognize theme in a literary work**.** TLW correctly punctuate dialogue in a text.**TEKS: (3)** Reading/Comprehension of Literary Text/Theme and Genre.: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. (A) describe multiple themes in a work of fiction; (C) analyze how place and time influence the theme or message of a literary work.(6) Reading/Comprehension of Literary Text/Fiction.: Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text t**o support their understanding.** (B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts;**Resource(s):** Springboard, INB**Assignment(s):****Reading**1. Bell Ringer – Narrative Terms
2. Finish oral reading of “Daedalus and Icarus”
3. Annotate for plot structure – groups create summarized plot charts
4. Work on mythology poster and presentations

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature, study new vocabulary list for –dict-, MYTHOLOGY POSTERS DUE TOMORROW**ELA**1. Bell Ringer – Colons and Semi-Colons
2. Mini-lesson: How to Punctuate Dialogue

**ELA Homework - semi-colons/colons assignment from** [**www.noredink.com**](http://www.noredink.com) **is due 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       |
| **F** **Topic: Mythology Presentations, Most Common Comma Omissions****Goal**: TLW present researched information about a mythical figure using a visual display for support. TLW take notes over mythic figures of Greek, Roman, and other pantheons. TLW learn the 4 most common comma mistakes and will practice correcting for them in text.**TEKS:** (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**.** (3) Reading/Comprehension of Literary Text/Theme and Genre.: Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.**Resource(s):** Springboard, INB**Assignment(s):****Reading**1. Bell Ringer – open-note Narrative terms quiz for bell ringer credit this week
2. Mythology Presentations

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature, study new vocabulary list for –dict- (quiz Monday), late mythology posters due Monday for -15**ELA**1. Bell Ringer – Journal Prompt, conversation between Icarus and Daedalus – use yesterday’s notes to help
2. Mini-lesson: Most Common Comma Omissions

**ELA Homework - I will check to see if you have completed and practiced with your semi-colon/colon** [**www.noredink.com**](http://www.noredink.com) **assignment 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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