**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 10/20 – 10/24 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Mythology Presentations Goal: 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): Springboard texts, INBAssignment(s):**Reading**1. Mythology Presentations

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature**ELA**1. **Mythology Presentations**

**ELA Homework –** NoRedInk – continue to 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       |
| T Topic: Daedalus and Icarus, Semi-Colons and Colons Goal: TLW make personal connections to myths. TLW understand the structural elements of plot. TLW recognize theme in a literary work. TLW edit their prose writing to correct run-ons and comma splices with semi-colons.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): Springboard texts, INBAssignment(s):**Reading**1. Vocabulary Quiz – Dict -
2. Mythology Presentations
3. Daedalus and Icarus

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature**ELA**1. Bell Ringer – Editing with Semi-colons and Colons
2. Mythology Presentations
3. **Edit prose for semi-colon and colon use**

**ELA Homework –** practice with semi-colons and colons 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: "Phaethon," Punctuating DialogueGoal: TLW engage in close reading about choices and consequences. TLW provide textual evidence about characterization. TLW edit text to correctly punctuate dialogueTEKS: **(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); and **(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 conflictsResources: Springboard, INB, highlighters**Reading**1. Bell Ringer – Daedalus and Icarus Group P.E.E.C.
2. .”Phaethon” – begin reading and text questions

**Reading Homework –** reading log, Quizlet**ELA**1. Bell Ringer – Revising and Editing
2. Mini-lesson: Punctuating Dialogue

**ELA Homework -** Semi-colons and colons – practice on NoRedInk – 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       |
| **TH****Topic: Phaethon, Most Common Comma Omissions****Goal**: TLW engage in a close reading about choices and consequences. TLW provide textual evidence for statements about characterization. TLW learn the 4 most common comma mistakes and will practice correcting for them in 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. **(B)** describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and **(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**Assignment(s):****Reading**1. Bell Ringer – Vocab Review (spec and dict)
2. Complete “Phaethon” reading, text questions, and post-reading character analysis (SB 1.22)

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature, **ELA**1. Bell Ringer – Revision and Editing
2. Mini-Lesson: Most Common Comma Omisssions

**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       |
| **F** **Topic: Symbolism, Comma Rules****Goals:**TLW understand symbols and their function in literary works. TLW apply knowledge of symbols in an illustration. TLW find examples of comma rules in published text. **TEKS: (8) Reading/Comprehension of Literary Text/Sensory Language.: Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.** **(15) Writing/Literary Texts.: Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.** **(A) write an imaginative story that:** **(v) uses a range of literary strategies and devices to enhance the style and tone****Resources:** INB, Springboard**Reading**1. Bell Ringer – Poetry Friday
2. SB 1.23 Symbolism
3. Complete all remaining Folk Lit Presentations

**Reading Homework –** independent reading/reading log – focus on mythology and folk literature – review quiz over spec and dict on Monday – keep practicing on [www.quizlet.com](http://www.quizlet.com) **ELA**1. Bell Ringer – Journal Prompt : Classical Conversations (punctuating dialogue
2. Comma Rules

**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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| Kilgo Strategies: |