**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 10/27 – 10/31 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| MTopic: Myths and Reality, Creating an Illustrated Myth  Goal: I will create an original myth that explains a natural phenomenon and teaches a lesson or a moral. I will create visual aids to enhance my storytelling. I will correctly edit sentences for semi-colon and colon use.  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(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 Resource(s): library, Springboard, INB, highlighters Assignment(s): **Reading**   1. Bell Ringer – “Phaethon” character chart 2. SB 1.24 “Arachne”   **Reading Homework –** independent reading/reading log – mythology book report in class on Thursday! –  **ELA**   1. Embedded Assessment 1.2 – Creating an Illustrated Myth – Steps 1 and 2 (reviewing myths and brainstorming) 2. Library – Semi-Colons and Colons Quiz, begin Quotation assignment   **ELA Homework** complete quotation assignment and practice to mastery by 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 |
| TTopic: Creating an Original Myth, Creation Stories Goal: I will create an original myth that explains a natural phenomenon and teaches a lesson or a moral. I will create visual aids to enhance my storytelling. TEKS: (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, exemplar essays Assignment(s): **Reading**   1. Bell Ringer – Symbolism Mini-lesson and Personal Symbols 2. SB 1.25 “Creation Stories”   **Reading Homework -** independent reading/reading log – mythology book report in class on Thursday! Personal Symbols due next Wednesday!  **ELA**   1. EA 1.2 – Steps 3 and 4 (outlining myth and planning illustrations – review exemplar)   **ELA Homework** complete quotation assignment and practice to mastery by Monday | 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 |
| WTopic: Creating an Original Myth, "Orpheus and Eurydice" Goal: I will create an original myth that explains a natural phenomenon and teaches a lesson or a moral. I will create visual aids to enhance my storytelling. 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 audiences. Resource(s): Springboard, INB, Underworld boards Assignment(s): **Reading**   1. Bell Ringer – Review Tomorrow’s Book Report Format and expectations 2. “Orpheus” and the Underworld Game   **Reading Homework prep for tomorrow’s book report – personal symbols due next Wednesday**  **ELA**   1. EA 1.2 – Step 5 (Drafting)   **ELA Homework -** complete quotation assignment and practice to mastery by 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 |
| **R**  **Topic: Creating an Original Myth, In-Class Mythology Book Report** **Goal**: I will create an original myth that explains a natural phenomenon and teaches a lesson or a moral. I will create visual aids to enhance my storytelling. **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 audiences.  **Resource(s):** Springboard, INB **Assignment(s):**  **Reading**   1. **IN-CLASS Mythology Book Report** – Student must bring in several myths which he/she has read outside of class.   **Reading Homework reading log, personal symbol assignment**  **ELA**   1. EA 1.2 – Steps 5 and 6   **ELA Homework -** complete quotation assignment and practice to mastery by 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: Creating an Original Myth, Myths in the Modern World** **Goal**: I will create an original myth that explains a natural phenomenon and teaches a lesson or a moral. I will create visual aids to enhance my storytelling. **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 audiences.  **Resource(s): Springboard, INB, copies of "Daedalus and Icarus" poem, self-eval forms** **Assignment(s):**  **Reading**   1. Bell Ringer – Poetry Friday 2. Myths in the Modern World   **Reading Homework – Folk Lit/Mythology Test on Monday!**  **ELA**   1. Bell Ringer – Video Clip – Creating Suspense 2. EA 1.2 – Self Evaluations for Revision 3. Writing Groups – Peer Revision Form   **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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| **Embedded Assessment 1.2 – Creating an Illustrated Myth – is located on pages 81 – 87 of the Springboard text.** |