**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

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

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| MTopic: Intro to Folk Literature, Embedded Assessment #1 - Revising a Personal Narrative  Goal: TLW understand the characteristics and types of stories in folk literature. TLW revise a personal narrative to include an engaging lead, a detailed, sequenced middle, and a reflective ending. TLW revise to include their thoughts and feelings and the rule of "so what?" TEKS: (14) Writing/Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.(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(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing. (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (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, INB, Timed Writing Draft Assignment(s): **Reading**   1. Bell Ringer – Narrative Terms Continued 2. SB 1.17 “Folk Literature” 3. New Reading Log Assigned   **Reading Homework – independent reading/reading log, Vocab Quiz over SPEC on Monday (due to holiday)**  **ELA**   1. Complete Self-Revision Steps 2. Write Revised Draft #2 of Timed Writing   **ELA Homework –practice pre-test objectives to mastery on NoRedInk – capitalization, verb tenses, semi-colons/colons, quotation marks** | 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: Intro to Folk Literature, Embedded Assessment 1.1 "Revising a Personal Narrative" Goal: TLW understand the characteristics and types of stories in folk literature. TLW revise a personal narrative to include an engaging lead, a detailed, sequenced middle, and a reflective ending. TLW revise to include their thoughts and feelings and the rule of "so what?" TLW edit drafts for correct capitalization, punctuation, and spelling. TLW will select a topic for a research poster.  TEKS: (14) Writing/Writing Process: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.(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(2) Reading/Vocabulary Development.: Students understand new vocabulary and use it when reading and writing. (A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes; (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, Springboard, Timed Writing Draft Assignment(s): **Reading**   1. Bell Ringer – Narrative Terms Continued 2. Complete Intro to Folk Literature 3. Preview 1.19 “Introduction to Mythology” – Discuss Wanted Poster Assignment, Select character   **Reading Homework – reading log, independent reading, vocab quiz**  **ELA**   1. Video Clip – Editing in Writing Groups 2. Writing Groups – Edit Draft #2 3. Write Final Draft   **ELA Homework –complete final draft** | 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: "A Single Shard" - Folk Tale, Embedded Assessment 1.1 "Revising a Narrative" Goal: TLW examine characterization. TLW examine a folk tale for elements of that genre. TLW proofread a final draft for publication and write a reflection regarding their revision choices.  TEKS: (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.(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. 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):  Assignment(s): **Reading**   1. **Bell Ringer – Narrative Terms Continued** 2. **SB 1.18 “A Single Shard” – independent reading, visualization and prediction notes, after reading “character” graphic organizer, P.E.E.C. paragraph**   **Reading Homework –PEEC paragraph is homework, due**  **tomorrow!**  **ELA**   1. Proofread/Polish Final Draft. 2. Complete Revision Reflection, (#10 pg. 39) 3. Turn in original draft, final draft, reflection 4. Grammar Practice – Verb Tenses   **ELA Homework - practice NoRedInk objectives 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: Introduction to Mythology, Punctuation Rules** **Goal**: TLW understand the ubiquitous influence of mythology. TLW recognize 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.   2. (B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories)   3. **Resource(s):** database access in computer lab, INB, Springboard texts **Assignment(s):**   **Reading**   1. Submit PEEC paragraphs 2. Computer Lab/Library -1.19 Mythology Research for Wanted Poster   **Reading Homework –independent reading, study vocabulary**  **ELA**   1. Bell Ringer – Punctuation Practice 2. Introduce Sentence Analysis Map and Prepositional Phrases   **ELA Homework - NoRedInk Objectives to Mastery by tomorrow for grade check. Late capitalization quizzes 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**  NO SCHOOL TODAY – TEACHERS AVAILABLE FOR MORNING CONFERENCES BY APPOINTMENT | 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: |