**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 9/15 - 19 Period(s): 1,3,4,5,6,8

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| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Analyzing Narrative Structure using Transitions, iStation and NoRedInk Assessments Goal: TLW examine how choices define character. TLW understand chronological order. TLW recognize and use transitions that indicate time order. TLW complete a reading and a grammar assessment.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 text, INB, highlighter, computer lab access Assignment(s):**Reading**1. Bell Ringer – Housekeeping, updating notes and TOC’s – TURN IN CHARACTER HOMEWORK
2. SB 1.9 “Hundred Bucks of Happy”

**Reading Homework – independent reading/reading log****ELA**1. **Computer Lab – iStation Reading Assessment**
2. **NOREDINK registration, assessment, practice**

**ELA Homework – FINISH PG. 15 JOURNAL PROMPT, finish registration for NoRedInk. You may begin your assignment!** | [ ] 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: Analyzing Narrative Structure using Transitions; Writing GroupsGoal: 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 conflict**(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; (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.Resource(s): Springboard, vocabulary lists for each student, character trait notesAssignment(s):**Reading**1. Bell Ringer – Transition Word Sort
2. Complete reading and annotating “Hundred Bucks of Happy”
3. Begin sequence and character chart on SB pg. 26 –add ‘character traits’ handout to reading pg. 6
4. Introduce Root Vocabulary

**Reading Homework –**independent reading/reading log, **study vocabulary – QUIZ MONDAY (must know how to spell terms in addition to usage and meaning)****ELA**1. Bell Ringer – Review Writing Group Task Cards, Review Video Clip
2. **Pg. 15 journal prompt will be graded today!**
3. Writing Group Trial Run – Sample Paragraph – Discuss results
4. Writing Group Practice – prompt pg. 15

 **ELA Homework – NoRedInk capitalization practice** | [ ] 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: Analyzing Narrative Structure, Breaking Down a Timed WritingGoal: TLW examine an effective model narrative on choice. TLW Recognize tone. TLW reflect on a significant incident. TLW plan writing in a timed situation. TLW outline a personal narrative. 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;Resource(s): Springboard, INB, highlightersAssignment(s):**Reading**1. Bell Ringer – Vocabulary Review Activity
2. Complete SB pg. 26 sequence and character chart – share work/discuss
3. SB 1.10 “Ditching” – read, annotate for narrative structure, answer focus questions in “My Notes” section

**Reading Homework –** independent reading/reading log**, study vocabulary (meaning, usage, and spelling)****ELA**1. Bell Ringer – Journal Prompt from “Ditching” narrator’s P.O.V. – what did he learn from his ditch day?
2. SB 1.11 – Breakdown Timed Writing
3. Brainstorming for Personal Narrative Prompt – Create Outline Today!
4. Add Grammar Notes – Priority Words, Capitalization Rules

**ELA Homework - NoRedInk capitalization practice** | [ ] 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: Analyzing Tone and Mood, Drafting a Personal Narrative****Goal**: TLW recognize, analyze, and create tone. TLW draft a personal narrative. TLW reflect on a significant incident.**TEKS:** (16) Writing.: Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences. (27) Listening and Speaking/Speaking.: Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.**Resource(s):** INB, Springboard**Assignment(s):****Reading**1. Bell Ringer – INB Content Vocabulary
2. Analyzing Tone and Mood – mini lesson and notes

**Reading Homework –**independent reading/reading log**, study vocabulary (meaning, usage, and spelling)****ELA**1. **Bell Ringer** –
2. Complete outline and create rough draft for SB 1.11 Timed Writing

**ELA Homework - NoRedInk capitalization practice** | [ ] 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: Analyzing Tone and Mood in Poetry, Narrative Leads****Goal**: TLW recognize, analyze, and create tone. TLW revise the beginning of a narrative.**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;**Resource(s):** Springboard, INB, copies of "On Turning Ten"**Assignment(s):****Reading**1. Bell Ringer – Poetry Friday – “On Turning Ten”
2. Compete Tone and Mood lesson
3. Vocabulary Review Activity

**Reading Homework –** independent reading/reading log**, study vocabulary (meaning, usage, and spelling) – QUIZ MONDAY****ELA**1. Bell Ringer – Journal Prompt
2. Atwell Mini-lesson: Leads
3. SB 1.14 “Revising the Beginning”

**ELA Homework - NoRedInk capitalization practice** | [ ] 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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| Tutoring Schedule – Monday – 8:10 to 8:40 Wednesday – 8:10 to 8:40Thursday – 8:10 to 8:40 \*this tutoring spot is sometimes taken by faculty meetings. Please confirm before attending!\*You must have a pass to come to tutoring! Grab a pass from the classroom or print one from our ‘class documents’ page on [www.irishlaw.edublogs.org](http://www.irishlaw.edublogs.org) |