**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** |
| MTopic: DETERMINING TONE, TIMED WRITING  Goal: TLW practice finding textual evidence for selected tones in literature. TLW review plot structure and character analysis for tomorrow's book report. TLW draft a personal narrative about a significant choice. 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(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. Resource(s): Springboard text, INB, highlighter,  Assignment(s): **Reading**   1. Bell Ringer – VOCABULARY QUIZ 2. Tone Notes and practice (complete) 3. Plot Chart and Character notes/review for tomorrow’s in-class book report 4. New Vocabulary Assigned   **Reading Homework –** independent reading/reading log – BOOK REPORT TOMORROW  **ELA**   1. **Writing Workshop – Personal Narrative Timed Writing – DAY 2**   **ELA Homework –** practice NoRedInk ‘capitalization’ assignment to mastery in all objectives | 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: BOOK REPORT, REVISING LEADS Goal: TLW analyze a protagonist and diagram the plot structure of a fiction narrative. TLW recognize different types of openings by published authors. TLW write engaging openings using different techniques. 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 notes Assignment(s): **Reading**   1. IN CLASS BOOK REPORT OVER INDEPENDENT FICTION BOOK   **Reading Homework –**independent reading/reading log, **study vocabulary – QUIZ FRIDAY (must know how to spell terms in addition to usage and meaning)**  **ELA**   1. Bell Ringer – Nancy Atwell Mini-lesson: Leads 2. 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 Motes:  Socratic Seminar:  Philosophic Chairs:  Quick Writes:  Learning Logs:  Inquiry Method  Other |
| WTopic: CHANGING TONE IN TEXT, REVISING MIDDLES Goal: TLW recreate a classic fairy tale to showcase a new assigned tone by changing diction, details, P.O.V., and syntax. TLW revise to add sensory images and details. TLW revise to add thoughts and feelings. 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. (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, highlighters Assignment(s): **Reading**   1. Bell Ringer – Vocabulary Review Activity 2. Twisted Fairy Tales –Changing Tone   **Reading Homework –** independent reading/reading log**, study vocabulary (meaning, usage, and spelling)**  **ELA**   1. Bell Ringer – Brush Strokes Grammar Notes 2. SB 1.15 Revising the Middle   **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: ANALYING TONE, REVISING THE ENDING**  **Goal**: TLW recognize, analyze, and create tone. TLW revise the ending of a narrative. **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.** (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. “Ditching” Dialectical Journal 3. Tone Word Sort – Degrees 4. Share Twisted Fairy Tales   **Reading Homework –**independent reading/reading log**, study vocabulary (meaning, usage, and spelling)**  **ELA**   1. **Bell Ringer** – Nancy Atwell Mini-lesson: Rule of So What? 2. **SB 1**.16 Revising the Ending   **ELA Homework - NoRedInk capitalization practice, #2 pg. 37 SB** | 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: Short Answer Question Responses, Self Revision**  **Goal**: TLW practice a format for answering short answer questions based on teacher modeling and group support. TLW prepare a draft for writing group review by evaluating the piece by a set of memoir questions. TLW select specific revision areas to address in writing groups. **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 poem, copies of quiz **Assignment(s):**  **Reading**   1. Bell Ringer – Poetry Friday – “Nothing Gold Can Stay” 2. Vocabulary Quiz 3. PEEC Notes and Practice   **Reading Homework –** independent reading/reading log  **ELA**   1. Bell Ringer – Journal Prompt 2. Overview of SB EA1 3. Exemplar Narrative w/ Narrative Bingo Cards 4. Self-Revision Notes using Questions for Memoirists Checklist in preparation for Monday’s writing groups.   **ELA Homework - Capitalization Quiz on 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 |

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| Tutoring Schedule –  Monday – 8:10 to 8:40  Wednesday – 8:10 to 8:40  Thursday – 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) |