**DANNY JONES MIDDLE SCHOOL**

# LESSON PLAN

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

## Week of: 9/29 – 10/3 Period(s): 1,3,4,5,6,8

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Goals/TEKS/Resources** | **Assessment** | **Instructional Strategies** | **WICR strategies** |
| M Topic: Unit 1 Grammar Practice, Embedded Assessment #1 - Revising a Personal Narrative Goal: TLW take a pre-test on verb tenses, quotation marks, semi-colon and colon usage. TLW revise the ending of a narrative to include the 'so what?' of their story - the personal significance. TLW review a model of an exemplary narrative about a significant choice.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 addressedResource(s): Springboard, computer lab and www.noredink.com access, copies of exemplar narrative and laminated bingo sheetsAssignment(s):**Reading**1. Bell Ringer – Vocabulary Quiz – Man, Manu
2. Share Twisted Fairy Tales
3. Computer Lab – NoRedInk PreTest

**Reading Homework – independent reading/reading log, Vocab Quiz on Friday over Ped, Man, Manu****ELA**1. Bell Ringer – Review NoRedInk procedures – how to practice/improve results
2. Complete “Rule of So What” and SB pg. 37
3. Intro Embedded Assessment 1: Revising a Narrative
4. Narrative Exemplar Bingo

**ELA Homework –practice pre-test objectives to mastery 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 Notes:     [ ] Socratic Seminar:     [ ] Philosophic Chairs:     [ ] Quick Writes:     [ ]  Learning Logs:[ ]  Inquiry Method:[ ]  Other       |
| T Topic: Response to Literature, Embedded Assessment 1.1 "Revising a Personal Narrative"Goal: TLW learn and practice a format for writing text-based responses to literature which incorporate commentary and explanations of evidence found. TLW work within a writing group to revise a timed writing for narrative elements, in particular the lead, middle, and ending. 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.Resource(s): INB, Springboard, Timed Writing DraftAssignment(s):**Reading**1. Bell Ringer – Unit 1 Content Vocabulary
2. P.E.E.C. Notes and whole class practice
3. Group Practice

**Reading Homework – reading test tomorrow – narrative genre – will include response to literature and multiple choice****ELA**1. Bell Ringer – Memoirist Questions/Student Self-Evaluation to prepare for Writing Groups
2. Writing Groups – Revise “Timed Writing”

**ELA Homework –practice pre-test objectives to mastery 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: Unit 1 Reading Test with Response to Literature, Embedded Assessment 1.1 "Revising a Narrative"Goal: TLW read and annotate narrative passages, answer m.c. questions about structure and elements, and write a response to literature. TLW work within a writing group to revise a timed writing for narrative elements, in particular the lead, middle, and ending.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): individual copies of Unit 1 reading test for students to annotate, answer documents, INBAssignment(s):**Reading**1. **Reading Test – Narrative Genre – multiple choice and response to literature**

**Reading Homework –independent reading (mythology and fiction), reading log****ELA**1. Mini-lesson: Thoughts and Feelings
2. Continue/Complete writing group revision, make revision plan and begin self-revision
3. Write revised 2nd draft

**ELA Homework - complete revised 2nd draft** | [ ] 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: Dialectical Journaling – Proving Tone, Embedded Assessment 1.1 “Revising a Personal Narrative”****Goal**: TLW find diction, details, imagery, and syntax which create specific tones in the personal narrative “Ditching.” TLW work within a writing group to revise a timed writing for narrative elements, in particular the lead, middle, and ending**.****TEKS:** (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	2. (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;
	3. (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;
	4. (D) edit drafts for grammar, mechanics, and spelling; and
	5. (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):** LTF Dialectical Journal form, Springboard texts, INB, highlighters**Assignment(s):****Reading**1. Bell Ringer – Diction Analysis
2. “Ditching” Dialectical Journal – Tone
3. Test corrections/free reading

**Reading Homework –independent reading (mythology and fiction), READING LOGS DUE TOMORROW****ELA**1. Self and Group Editing of Draft 2 and final revision changes
2. Mini-lesson – Final Copies: What Readers Need
3. Create Final Draft of Timed Writing

**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       |
| **F** * 1. **Topic**: Making Inferences from Fiction, Embedded Assessment 1.1 "Revising a Personal Narrative about Choice"**Goal**: TLW review and practice making text-based inferences. TLW work as a group to 'solve' a crime from literature and present their findings using a visual aid. TLW complete and submit their final revised draft from a timed writing.TEKS: (14) Writing/Writing Process.: Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
	2. (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;
	3. (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;
	4. (D) edit drafts for grammar, mechanics, and spelling; and
	5. (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):** Springboard texts, INB, Monk Mystery Case Files, butcher paper**Assignment(s):****Reading**1. Bell Ringer – Holiday Man (Making Inferences)
2. Monk Mysteries – Making inferences

**Reading Homework – independent reading (mythology and fiction). New Reading Log starts****ELA**1. **Complete Final Draft of Timed Writing**. Write assignment reflection pg. 39. Turn in 1st draft and final draft with the assignment reflection.
2. **Note \*** all work for this assignment will be checked by me throughout the week for an overall writing process grade – this will be a major grade. The final draft with the original and reflection will also be a major grade.

**ELA Homework - late final copies and reflections** | [ ] 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       |

|  |
| --- |
| Kilgo Strategies: |