

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, December 08, 2014

Monday, December 08, 2014  
Day 69

Tuesday, December 09, 2014  
Day 70

Wednesday, December 10, 2014  
Day 71

Thursday, December 11, 2014  
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Friday, December 12, 2014  
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## SpringBoard ILA 7

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## PRE AP Standards:

Academic Vocabulary :  
foreshadowing, imagery, stanza

## Activities:

1. Vocabulary 7-9 (10 min)  
Understanding/Remembering
2. Daily Language Review Week 1,  
Monday in LAN (15  
minutes) Remember/Understand/Apply

3. "Lincoln's Dream" (25 min)  
Understanding/Applying/Analyzing/Evaluating

Teacher guides students through process of analyzing non-fiction piece

- a. Number paragraphs
  - b. Make predictions about genre and anticipate content
  - c. Read and identify new/unfamiliar vocabulary: dispatches, subdued, pitiful, catafalque, vestments, throng. Apply knowledge of stems and context clues to determine meanings. **DICTIONARIES ARE ALLOWED!**
  - d. Identify words that indicate tone; death-like, sobs, weeping, pitiful, mourners, distress, grieving, sickening
4. Teacher models question evaluation, elimination of incorrect answers, text evidence and inferring.
    - a. Students may highlight, circle or underline proof within the text.
    - b. Students x at the end of the incorrect answers on answer sheet.
    - c. Students check mark possible answers
    - d. Students circle correct answer when final choice is made.

5. "Dick Turpin's Ride" Poetry Sample (35 min)  
Remembering/Understanding/Applying/Analyzing/Evaluating
  - a. Students generate list of what they know about reading poetry, how it's organized, what strategies are necessary for comprehension
  - b. Students number stanzas
  - c. Students recognize author (Anonymous) and time period (19th

## PRE AP Standards:

I can apply test taking skills while taking the released Reading STAAR.  
I can analyze and evaluate a variety of reading genres.

Academic Vocabulary :  
foreshadowing, imagery, figurative language, stereotyping, argument, summary

## Activities:

1. Administer released Reading STAAR test. (65 minutes)  
Understanding/Applying/Analyzing/Evaluating
  - a. Students may use privacy partitions and may acquire a highlighter and dictionary to begin. They must have a novel to read silently upon test completion.
  - b. Students are reminded that they may stretch at their seat silently when needed.
  - c. Students must raise their hand with questions and not leave their seats without permission.
  - d. Students read silently at their seat upon test completion.

HW:  
Vocab. 7.9 Quiz Friday

Assessment:  
STAAR Practice Test (Formative)

Materials Needed:  
STAAR Released Test Handouts  
Highlighters  
Dictionaries

## PRE AP Standards:

I can use the revision techniques I learned in Unit 2 to revise my initial expository piece.

Academic Vocabulary:  
thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions

## Activities:

1. Vocab. 7.9 (10 minutes)  
Understanding/Applying
2. Daily Language Review Week 1,  
Wednesday (15 minutes)  
Understanding/Applying/Analyzing

Unit 2 EA1 (65 minutes)  
Understanding/Applying/Analyzing/Evaluating/Creating

## Planning:

1. Teacher distributes EA 2.1 guideline and original pieces, and 3 different post-it colors per person, and highlighters
  2. Students may access all EA 2 notes 2.2, 2.3, 2.4, dictionary and thesaurus, extra notebook paper
- Step 3.a Students all use one color post-it. On it they write prompt?, thesis?, over used words? Students read their piece and answer whether they've responded to the prompt, contained a clear thesis at the end of the introduction, and if they've overused words.  
HIGHLIGHT the thesis on the essay IF it's included.

Make a list of word referents for over-used words.  
Step 3 b : On new post-it students write hook, transition, details and evidence, and conclusion. Students read their piece and identify the kind of hook (if any) and rate their use of transitions, details and evidence on a scale of 1-8.  
Step 3 c : On new post-it students write varied sentences, transitional words, 3rd person, correct punctuation. Students then rate their pieces 1-8 except for 3rd person where they acknowledge whether by yes or no if their piece stays in 3rd person.

## Revision Plan:

Step 4: Students adhere their post-its to a piece of notebook paper entitled Revision

## PRE AP Standards:

I can revise my expository essay using revision techniques.  
I can reflect on the changes I made to improve my first draft.

Academic Vocabulary:  
thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions

## Activities:

1. Vocabulary 7.9 (10 min)  
Understanding/Applying
2. Daily Language Review Week 1,  
Thursday (15 min)  
Understanding/Applying/Analyzing

EA2.1 (65 min)

Understanding/Applying/Analyzing/Evaluating/Creating

- Editing for publication
- Step 6. Use a dictionary to check spelling
- Step 7. Correct errors and share edited draft with partners or group
- Step 8. Rewrite essays

## HW:

Vocab. 7.9 Quiz Friday

## Assessment:

EA (Summative)

Materials Needed:  
EA 2 notes  
highlighter  
post-its  
dictionary/thesaurus  
expository essays  
EA2.1  
Scoring Guide

## PRE AP Standards:

I can reflect on the changes I made to improve my first draft.

Academic Vocabulary:  
thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions

## Activities:

1. QUIZ: STEMS 7.9 (20 minutes)  
Analyzing/Applying
  2. EA 2.1 (70 min)  
Understanding/Applying/Analyzing/Evaluating/Creating
- Step 9 Students complete their rewriting of their expository piece

## Reflection:

- Step 10: Students look back at their first draft and revision plan. They write a reflection on a separate piece of paper that explains
  1. The most significant changes made
  2. WHY the changes were made
  3. HOW expository writing skills will be applied in the future

## Submission:

Reflection, final draft, scoring guide, brainstorming funnel 2.1, first draft, revision plan

Alternative Reading Responses:  
Teacher may display on screen and students write/create based on the content of their literature circle book.

## HW:

Read independent reading book.

## Assessment:

EA 2.1/ Vocab. 7.9 (Summative)

## Materials Needed:

EA 2.1  
Vocab. 7.9 Quiz  
Alternate reading responses

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century) and its relevance to the reading  
d. Identify vocabulary within the text;  
mounted, urges, bonny, mare, morn,  
gallantly borne, spires, knell  
DICTIONARIES ARE ALLOWED!  
e. Recognize the pace established  
with whizzed, jumped, chase, swift,  
pursue  
f. All poems must be read 3 times AT  
LEAST!  
g. Students highlight, circle, or underline  
proof within the poem.  
h. Students circle best choice answers.  
6. Discuss most useful strategies.

HW:

Vocab. Quiz 7.9 Friday

Assessment:

"Lincoln's Dream" and "Dick Turpin's  
Ride" (Formative)

Materials Needed:

Lincoln's Dream Handout

Dick Turpin's Ride Handout

Poetry Handout

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Plan. Next, they respond to the questions  
on their EA  
\*What do you like best about your writing  
at this point? Why?  
\*What do you think could be improved?  
Why?  
\* After reading my draft, I realize that in  
the next draft I should revise...  
\* How will the changes improve my draft?  
Revising:  
Step 5: Students meet with a partner or  
group to revise their draft further

HW:

Vocab. 7.9 Quiz Friday

Assessment:

EA (Summative)

Materials Needed:

EA 2 notes, highlighter, post-its,  
dictionary, thesaurus, expository essays,  
EA2.1, Scoring Guide

Thursday, December 11, 2014

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Friday, December 12, 2014

Day 73

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<p>ILA Standards:</p> <p>Academic Vocabulary:</p> <p>foreshadowing, imagery, stanza</p> <p>Activities:</p> <p>1. Vocabulary 7-9 (10 min) Understanding/Remembering</p> <p>2. Daily Language Review Week 1, Monday in LAN (15 minutes) Remember/Understand/Apply</p> <p>3. "Lincoln's Dream" (25 min) Understanding/Applying/Analyzing/Evaluating Teacher guides students through process of analyzing non-fiction piece</p> <p>a. Number paragraphs</p> <p>b. Make predictions about genre and anticipate content</p> <p>c. Read and identify new/unfamiliar vocabulary: dispatches, subdued, pitiful, catafalque, vestments, throng. Apply knowledge of stems and context clues to determine meanings. <b>DICTIONARIES ARE ALLOWED!</b></p> <p>d. Identify words that indicate tone; death-like, sobs, weeping, pitiful, mourners, distress, grieving, sickening</p> <p>4. Teacher models question evaluation, elimination of incorrect answers, text evidence and inferencing.</p> <p>a. Students may highlight, circle or underline proof within the text.</p> <p>b. Students x at the end of the incorrect answers on answer sheet.</p> <p>c. Students check mark possible answers</p> <p>d. Students circle correct answer when final choice is made.</p> <p>5. "Dick Turpin's Ride" Poetry Sample (35 min) Remembering/Understanding/Applying/Analyzing/Evaluating</p> <p>a. Students generate list of what they know about reading poetry, how it's organized, what strategies are necessary for comprehension</p> <p>b. Students number stanzas</p> <p>c. Students recognize author (Anonymous) and time period (19th century) and its relevance to the reading</p>	<p>ILA Standards:</p> <p>I can apply test taking skills while taking the released Reading STAAR. I can analyze and evaluate a variety of reading genres.</p> <p>Academic Vocabulary :foreshadowing, imagery, figurative language, stereotyping, argument, summary</p> <p>Activities:</p> <p>1. Administer released Reading STAAR test.(65 minutes) Understanding/Applying/Analyzing/Evaluating</p> <p>a. Students may use privacy partitions and may acquire a highlighter and dictionary to begin. They must have a novel to read silently upon test completion.</p> <p>b. Students are reminded that they may stretch at their seat silently when needed.</p> <p>c. Students must raise their hand with questions and not leave their seats without permission.</p> <p>d. Students read silently at their seat upon test completion.</p> <p>HW: Vocab. 7.9 Quiz Friday</p> <p>Assessment: STAAR Practice Test (Formative)</p> <p>Materials Needed: STAAR Released Test Handouts Highlighters Dictionaries</p>	<p>ILA Standards:</p> <p>I can use the revision techniques I learned in Unit 2 to revise my initial expository piece.</p> <p>Academic Vocabulary: thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions</p> <p>Activities:</p> <p>1. Warm Up: Grammar/Editing Practice 9.7 (10 minutes) Understanding/Applying</p> <p>2. Daily Language Review Week 1, Wednesday (15 minutes) Understanding/Applying/Analyzing</p> <p>Unit 2 EA1 (65 minutes) Understanding/Applying/Analyzing/Evaluating/Creating Planning:</p> <p>1. Teacher distributes EA 2.1 guideline and original pieces, and 3 different post-it colors per person, and highlighters</p> <p>2. Students may access all EA 2 notes 2.2, 2.3, 2.4, dictionary and thesaurus, extra notebook paper</p> <p>Step 3.a Students all use one color post-it. On it they write prompt?, thesis?, over used words? Students read their piece and answer whether they've responded to the prompt, contained a clear thesis at the end of the introduction, and if they've overused words. <b>HIGHLIGHT</b> the thesis on the essay IF it's included. Make a list of word referents for over-used words.</p> <p>Step 3 b : On new post-it students write hook, transition, details and evidence, and conclusion. Students read their piece and identify the kind of hook (if any) and rate their use of transitions, details and evidence on a scale of 1-8.</p> <p>Step 3 c : On new post-it students write varied sentences, transitional words, 3rd person, correct punctuation. Students then rate their pieces 1-8 except for 3rd person where they acknowledge whether by yes or no if their piece stays in 3rd person.</p>	<p>ILA Standards:</p> <p>I can revise my expository essay using revision techniques. I can reflect on the changes I made to improve my first draft.</p> <p>Academic Vocabulary: thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions</p> <p>Activities:</p> <p>1. Vocabulary 7.9 (10 min) Understanding/Applying</p> <p>2. Daily Language Review Week 1, Thursday (15 min) Understanding/Applying/Analyzing</p> <p>EA2.1 (65 min) Understanding/Applying/Analyzing/Evaluating/Creating Editing for publication Step 6. Use a dictionary to check spelling Step 7. Correct errors and share edited draft with partners or group Step 8. Rewrite essays</p> <p>HW: Vocab. 7.9 Quiz Friday</p> <p>Assessment: EA (Summative)</p> <p>Materials Needed: EA 2 notes highlighter post-its dictionary/thesaurus expository essays EA2.1 Scoring Guide</p>	<p>ILA Standards:</p> <p>I can reflect on the changes I made to improve my first draft.</p> <p>Academic Vocabulary: thesis, hook, prompt, introduction, body paragraphs, conclusion, transitions</p> <p>Activities:</p> <p>1. QUIZ: STEMS 7.9 (20 minutes) Analyzing/Applying</p> <p>2. EA 2.1 (70 min) Understanding/Applying/Analyzing/Evaluating/Creating Step 9 Students complete their rewriting of their expository piece</p> <p>Reflection: Step 10: Students look back at their first draft and revision plan. They write a reflection on a separate piece of paper that explains</p> <p>1. The most significant changes made</p> <p>2. WHY the changes were made</p> <p>3. HOW expository writing skills will be applied in the future</p> <p>Submission: Reflection, final draft, scoring guide, brainstorming funnel 2.1, first draft, revision plan</p> <p>Alternative Reading Responses: Teacher may display on screen and students write/create based on the content of their literature circle book.</p> <p>HW: Read independent reading book.</p> <p>Assessment: EA 2.1/ Vocab. 7.9 (Summative)</p> <p>Materials Needed: EA 2.1 Vocab. 7.9 Quiz Alternate reading responses</p>
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- d. Identify vocabulary within the text; mounted, urges, bonny, mare, morn, gallantly borne, spires, knell  
DICTIONARIES ARE ALLOWED!
  - e. Recognize the pace established with whizzed, jumped, chase, swift, pursue
  - f. All poems must be read 3 times AT LEAST!
  - g. Students highlight, circle, or underline proof within the poem.
  - h. Students circle best choice answers.
6. Discuss most useful strategies.

HW:  
Vocab. Quiz 7.9 Friday

Assessment:

"Lincoln's Dream" and "Dick Turpin's Ride" (Formative)

Materials Needed:  
Lincoln's Dream Handout

Dick Turpin's Ride Handout

Poetry Handout

Tuesday, December 09, 2014

Day 70

Wednesday, December 10, 2014

Day 71

Revision Plan:

Step

4: Students adhere their post-its to a piece of notebook paper entitled Revision Plan. Next, they respond to the questions on their EA

\*What do you like best about your writing at this point? Why?

\*What do you think could be improved? Why?

\* After reading my draft, I realize that in the next draft I should revise...

\* How will the changes improve my draft?

Revising:

Step 5: Students meet with a partner or group to revise their draft further

HW:

Vocab. 7.9 Quiz Friday

Assessment:

EA (Summative)

Materials Needed:

EA 2 notes, highlighter, post-its, dictionary, thesaurus, expository essays, EA2.1, Scoring Guide

Thursday, December 11, 2014

Day 72

Friday, December 12, 2014

Day 73