

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, February 16, 2015

Monday, February 16, 2015
Day -1

Tuesday, February 17, 2015
Day 108

Wednesday, February 18, 2015
Day 109

Thursday, February 19, 2015
Day 110

Friday, February 20, 2015
Day 111

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

No School--Professional Development

PreAP Standards:
I can analyze and evaluate character.
I can develop and revise a paragraph.
I can use transitions.
I can connect text to one's own life.

Academic Vocabulary:
dynamic characters, foreshadowing, inference, internal conflict, external conflict, transitions

Activities:
1. Vocab 7.15 (10 min) (Discuss, Understand, Define, Analyze)
2. Daily Lang Review Week 7 Day 1 & 2 (15 min) (Remember, Understand, Apply, Evaluate, Analyze)
3. SB 3.12 "Wonders of the World" page 191 - Double Entry Journal (in the Composition Book) and Transitions (50 min) (Understand, Write, Evaluate, Analyze, Discuss)
- Teacher instructs students to : Think about how you would feel on Sept. 9 if you were Paul. On the left side in your double-entry journal, (in the Composition Book) write one sentence how Paul feels about himself on Sept. 9. Have students read their responses.
- On the right side of your DEJ, list the reasons why you think Paul feels this way about himself. Then number the reasons you included, from most to least significant. Ask volunteers to state the reason they chose as most significant. Allow students to discuss the reasons for their ranking.
- On a separate page of the composition book, draft a paragraph about Paul's self-concept at this point in the novel. Use your first sentence as the topic sentence and the numbered list of reasons as support. Include a comment about how realistic it is for Paul to feel this way.
- Read, revise, and edit your paragraph with a partner. During the editing process, consider where your paragraph could benefit from the use of a transition

PreAP Standards:
I can connect text to one's own life.
I can analyze and evaluate voice.
I can analyze a significant event in the main character's growth.

Academic Vocabulary:
dynamic characters, foreshadowing, inference, internal conflict, external conflict.

Activities:
1. Vocab. 7. 15 (10 min) (Discuss, Understand, Define, Analyze)
2. Daily Language Review Week 7 Day 3 (10 min) (Remember, Understand, Apply, Evaluate, Analyze)
3. Read Sept. 11-15 pages 77-94 if not completed Tuesday. (30 min) (Read, Discuss, Understand, Predict, Analyze)
4. Complete "The Sinkhole" and any other missing parts thus far in the Tangerine booklet. Complete "Understanding Paul's Perspective" in the Tangerine booklet. Students may work in pairs or in groups at teacher direction. (40 min) (Read, Understand, Remember, Evaluate, Analyze)

HW:
Study for Vocab 7.15 Work on Bloom's Book Report due Feb. 20

Assessment:
Daily Lang Review (formative)
Teacher observation/class discussion
SpringBoard 3.13

Materials Needed:
Vocab 7.15 Study Sheet and PowerPoint
Daily Language Review
SpringBoard
Bloom's library book
Composition Book for Double-Entry Journal
Tangerine Novel
Tangerine Booklet

POWER TO CHANGE ACTIVITY SCHEDULE

PreAP Standards:
I can make connections between and among texts.
I can comprehend nonfiction texts.
I can transform text from one genre to another.

Academic Vocabulary:
dynamic characters, foreshadowing, inference, internal conflict, external conflict, Conjunctions

Activities:
1. Vocab 7.15 (10 min) (Discuss, Understand, Define, Analyze)
2. Daily Language Review Week 7 Day 4 (10 min) (Remember, Understand, Apply, Evaluate, Analyze)
3. SpringBoard 3.14 (70 min) (Read, Discuss, Understand, Remember, Analyze, Evaluate)
- Activate prior knowledge by asking students to brainstorm in their journals a list of rescue stories they have read about or seen on TV.
- Create a master list as a whole class. Have students categorize these stories, such as natural disasters, accidents, and so on.
- Ask students to consider why the general public is so interested in these types of news stories. Note that in the novel, the sinkhole incident and rescue operation is the subject of television and newspaper reports.
- Hand out the amazing rescue story - "Fire Rescue" story. Have students fill in the five W's in the Tangerine booklet. Emphasize they should write complete sentences. Have students review the information about the sinkhole disaster and identify the same five W's and a How. Discuss similarities or differences between the description of the sinkhole rescue and the article "Fire Rescue" in terms of style, point of view, pacing, or other elements. Have students write this information in the Tangerine booklet.

PreAP Standards:
I can interpret the consequences of choices the characters make.
I can provide textual support.

Academic Vocabulary:
dynamic characters, foreshadowing, inference, internal conflict, external conflict

Activities:
1. Vocab Quiz 7.15 (Understand, Define, Analyze)
2. Daily Lang Review Week 7 Day 5 (Remember, Understand, Apply, Evaluate, Analyze)
3. Revising and Editing "The Great Alphabet Adventure" (contains Two Passages) (Remember, Understand, Apply, Evaluate, Analyze)
4. SPRINGBOARD EXTENSION 3.14: If teacher did not explain yesterday, explain today and assign groups. (Remember, Understand, Apply, Evaluate, Analyze)
- EXTENSION 3.14 Divide students into small groups to transform the information from the text about the sinkhole rescue into a mock television news report. Students may assume the following roles: the news anchor in the station, an on-site reporter, students who were rescued, students who helped in the rescue, teachers, the principal, parents, and witnesses. Remind students the "news reports" should use details from the text. Students will present Friday Feb 27. Students will write a script for their various roles. Students must plan props, costumes, etc.
5. Bloom's Book Report due today. View/Discuss (Read, Discuss, Show, Present)

HW:
Read for fun!

Assessment:
Vocab 7. 15 Quiz (formative)

Materials Needed:

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Day 108

word Insert transitions in your next draft. Instruct the students to look at page 191 in SB at the conjunctive adverbs used as transitions.

- Optional: have students list transitions to hang around the classroom.

4. Begin reading Sept. 11 - Sept. 15 pp. 77-94 of Tangerine if time permits.(15 min) (Read, Discuss, Understand, Predict, Analyze)

HW:
Study for Vocab 7.15
Work on Bloom's Book Report due Feb. 20

Assessment:
Daily Lang Review (formative)
Teacher observation/class discussion
SpringBoard 3.12

Materials Needed:
Vocab 7.15 Study Sheet and PowerPoint
Daily Language Review
SpringBoard
Bloom's library book
Composition Book for Double-Entry
Journal
Tangerine Novel
Tangerine Booklet
DEJ "Wonders of the World" SB 3.12
Slide

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- Revising with Coordinating Conjunctions, page 195 SpringBoard. Have students review the sentences they wrote in the Tangerine booklet about the fire rescue article. Explain the use of coordinating conjunctions. Examine the entry for Monday, Sept. 11, which includes coordinating conjunctions. Allow students to revise the sentences they wrote identifying the five W's in the fire rescue article by using coordinating conjunctions to combine sentences.

- EXTENSION 3.14 Divide students into small groups to transform the information from the text about the sinkhole rescue into a mock television news report. Students may assume the following roles: the news anchor in the station, an on-site reporter, students who were rescued, students who helped in the rescue, teachers, the principal, parents, and witnesses. Remind students the "news reports" should use details from the text. Students will present Friday Feb 27. Students will write a script for their various roles. Students must plan props, costumes, etc.

HW:
Study for Vocab 7.15 Quiz Friday
Work on Bloom's Book Report due Feb. 20

Assessment:
Daily Lang Review (formative)
Teacher observation/class discussion
SpringBoard 3.14

Materials Needed:
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Amazing Rescues Slide
Extension 3.14 Slide

Friday, February 20, 2015
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Vocab. 7.15 Quiz for PreAP

Vocab 7.15 Quiz for on level

Daily Language Review
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Extension 3.14 Slide

English Language Arts and Reading,
Grade 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

No School--Professional Development

ILA Standards:

I can analyze and evaluate character.
I can develop and revise a paragraph.
I can use transitions.
I can connect text to one's own life.

Academic Vocabulary:

dynamic characters, foreshadowing, inference, internal conflict, external conflict, transitions

Activities:

1. Vocab 7.16 (10 min) (Discuss, Understand, Define, Analyze)

2. Daily Lang Review Week 7 Day 1 & 2 (15 min) (Remember, Understand, Apply, Evaluate, Analyze)

3. SB 3.12 "Wonders of the World" page 191 - Double Entry Journal (in the Composition Book) and Transitions (50 min) (Understand, Write, Evaluate, Analyze, Discuss)

- Teacher instructs students to : Think about how you would feel on Sept. 9 if you were Paul. On the left side in your double-entry journal, (in the Composition Book) write one sentence how Paul feels about himself on Sept. 9. Have students read their responses.

- On the right side of your DEJ, list the reasons why you think Paul feels this way about himself. Then number the reasons you included, from most to least significant. Ask volunteers to state the reason they chose as most significant. Allow students to discuss the reasons for their ranking.

- On a separate page of the composition book, draft a paragraph about Paul's self - concept at this point in the novel. Use your first sentence as the topic sentence and the numbered list of reasons as support. Include a comment about how realistic it is for Paul to feel this way.

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POWER TO CHANGE ACTIVITY
SCHEDULE

ILA Standards:

I can make connections between and among texts.
I can comprehend nonfiction texts.
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Academic Vocabulary:

dynamic characters, foreshadowing, inference, internal conflict, external conflict, 5 W's, and How, Coordinating Conjunctions

Activities:

1. Vocab 7.15 (10 min) (Discuss, Understand, Define, Analyze)
2. Daily Language Review Week 7 Day 4 (10 min) (Remember, Understand, Apply, Evaluate, Analyze)
3. SpringBoard 3.14 (70 min) (Read, Discuss, Understand, Remember, Analyze, Evaluate)

- Activate prior knowledge by asking students to brainstorm in their journals a list of rescue stories they have read about or seen on TV.

- Create a master list as a whole class. Have students categorize these stories, such as natural disasters, accidents, and so on.

- Ask students to consider why the general public is so interested in these types of news stories. Note that in the novel, the sinkhole incident and rescue operation is the subject of television and newspaper reports.

- Hand out the amazing rescue story - "Fire Rescue" story. Have students fill in the five W's in the Tangerine booklet. Emphasize they should write complete sentences. Have students review the information about the sinkhole disaster and identify the same five W's and a How.

Discuss similarities or differences between the description of the

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HW:

Read for fun!

Assessment:

Vocab 7. 15 Quiz (formative)

Materials Needed:

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- Read, revise, and edit your paragraph with a partner. During the editing process, consider where your paragraph could benefit from the use of a transition word. Insert transitions in your next draft. Instruct the students to look at page 191 in SB at the conjunctive adverbs used as transitions.

- Optional: have students list transitions to hang around the classroom.
4. Begin reading Sept. 11 - Sept. 15 pp. 77-94 if time permits. (15 min) (Read, Discuss, Understand, Predict, Analyze)

HW:
Study for Vocab 7.16
Work on Bloom's Book Report due Feb. 20

Assessment:
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Teacher observation/class discussion
SpringBoard 3.12

Materials Needed:
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- Revising with Coordinating Conjunctions, page 195 SpringBoard. Have students review the sentences they wrote in the Tangerine booklet about the fire rescue article. Explain the use of coordinating conjunctions. Examine the entry for Monday, Sept. 11, which includes coordinating conjunctions. Allow students to revise the sentences they wrote identifying the five W's in the fire rescue article by using coordinating conjunctions to combine sentences.

- EXTENSION
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