

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, March 30, 2015

Monday, March 30, 2015
Day 132

Tuesday, March 31, 2015
Day 133

Wednesday, April 01, 2015
Day 134

Thursday, April 02, 2015
Day 135

Friday, April 03, 2015
Day 136

Monday, March 30, 2015
Day 132

Tuesday, March 31, 2015
Day 133

Wednesday, April 01, 2015
Day 134

Thursday, April 02, 2015
Day 135

Friday, April 03, 2015
Day 136

SpringBoard ILA 7

STAAR WRITING DAY 1

STAAR WRITING DAY 2

Standards: I can read fluently for understanding.
I can analyze the use of sensory language.

Academic Vocabulary:
Personification
Hyperbole
Idiom
Simile
Metaphor
Flashback

Activities:
1. In Tangerine section of composition book, students designate a section for Figurative Language. Define personification (giving lifelike qualities to inanimate objects, hyperbole (an extreme exaggeration), idiom (a phrase used in a special way where the literal meaning is not the intended meaning, simile, and metaphor

2. While reading pages 148-199, students quotes and examples to this section of their journal.
examples: p.156 "It looks like something that's landed from outer space!"
p. 163 "It looked like a giant tin can that had been cut in half."
p. 167 "...looking like a pair of ant-men who had stolen a truck."
'...like an angel of death."
p. 168 "I felt the hot breath of a predator on my neck."
p.169 "We're all becoming big fish in a little pond."
p. 170 "The War Eagles have set out on a bloody rampage through the county."
p. 170 "sleepy Saturday"

Possible discussion: How would you define a leftover? (unwanted) Who is most likely to be a leftover and how would that feel?
What might be the impact of Mr. Fisher not responding to any of the Texas universities?
Is the role of the hill's dead trees like a haunting?
Flashback p. 167

Materials: Tangerine, Composition book

Standards: I can interpret characters' understandings of their environment.
I can read fluently and monitor my comprehension.

Activities:
1. Read Tangerine through p. 199
2. SB 3.20 Seeing and Understanding
Think about the word "see" and its meanings, both literal and figurative.
Select one of the characters from Tangerine. Create glasses lenses. In one lens, illustrate and label what the character does not see. In the other lens, illustrate and label what the character sees.
Students may complete this in their booklet or use the template and example to create a larger representation.

Materials: Tangerine, composition book, Tangerine booklet, templates, sentence strips

Standards: I can read fluently and monitor my comprehension.
I can analyze the choices characters make and determine their consequences.

Activities:
1. Complete reading through p. 199
2. Choices and Consequences Chart in Tangerine Booklet
Monday, September 18-Friday, November 10 (end of part 2)
3. Adjacent writing prompt: Using the notes in the double-entry journal, identify which of the choices is the most significant and explain why.

Materials: Tangerine, Tangerine booklet

English Language Arts and Reading,
Grade 7

STAAR WRITING DAY 1

STAAR WRITING DAY 2

Standards: I can read fluently for understanding.
I can analyze the use of sensory language.

Academic Vocabulary:
Personification
Hyperbole
Idiom
Simile
Metaphor
Flashback

Activities:
1. In Tangerine section of composition book, students designate a section for Figurative Language. Define personification (giving lifelike qualities to inanimate objects, hyperbole (an extreme exaggeration), idiom (a phrase used in a special way where the literal meaning is not the intended meaning, simile, and metaphor
2. While reading pages 148-199, students quotes and examples to this section of their journal.
examples: p.156 "It looks like something that's landed from outer space!"
p. 163 "It looked like a giant tin can that had been cut in half."
p. 167 "...looking like a pair of ant-men who had stolen a truck."
'...like an angel of death."
p. 168 "I felt the hot breath of a predator on my neck."
p.169 "We're all becoming big fish in a little pond."
p. 170 "The War Eagles have set out on a bloody rampage through the county."
p. 170 "sleepy Saturday"

Possible discussion: How would you define a leftover? (unwanted) Who is most likely to be a leftover and how would that feel?
What might be the impact of Mr. Fisher not responding to any of the Texas universities?
Is the role of the hill's dead trees like a haunting?
Flashback p. 167

Standards: I can interpret characters' understandings of their environment.
I can read fluently and monitor my comprehension.

Activities:
1. Read Tangerine through p. 199
2. SB 3.20 Seeing and Understanding
Think about the word "see" and its meanings, both literal and figurative. Select one of the characters from Tangerine. Create glasses lenses. In one lens, illustrate and label what the character does not see. In the other lens, illustrate and label what the character sees.
Students may complete this in their booklet or use the template and example to create a larger representation.

Materials: Tangerine, composition book, Tangerine booklet, templates, sentence strips

Standards: I can read fluently and monitor my comprehension.
I can analyze the choices characters make and determine their consequences.

Activities:
1. Complete reading through p. 199
2. Choices and Consequences Chart in Tangerine Booklet
Monday, September 18-Friday, November 10 (end of part 2)
3. Adjacent writing prompt: Using the notes in the double-entry journal, identify which of the choices is the most significant and explain why.

Materials: Tangerine, Tangerine booklet

Monday, March 30, 2015
Day 132

Tuesday, March 31, 2015
Day 133

Wednesday, April 01, 2015
Day 134
Materials: Tangerine, Composition book

Thursday, April 02, 2015
Day 135

Friday, April 03, 2015
Day 136