

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 15, 2014

Monday, September 15, 2014
Day 15

Tuesday, September 16, 2014
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SpringBoard ILA 7

PreAP

Standards:

I can plan writing in a timed situation.
I can draft a personal narrative.

Vocabulary: brainstorm, webbing, plot elements

Activities:

1. Vocab. Stems 7.2 (10 min)
2. Four Levels of Grammar Lesson 5 (Adjectives) - (20 min) <https://www.youtube.com/watch?v=emdaMT2M4Tk>
3. SSR (15 min)
4. SpringBoard Lesson 1.11 Choosing a Topic for a Timed Writing, pp.29-30 (45 min)

NOTE :

This activity will be used for the upcoming Embedded Assessment on Sept. 22

-- Discuss timed writing and the time limits for the following assignment .

-- Using sample prompt, teacher will model how to approach a timed, on-demand writing assignment.

-- Review tips for timed writing, beginning with thoughtful planning.

-- Review prewriting strategies (brainstorming, listing, webbing, plot diagram, etc.) and model how to use them.

-- Discuss pacing and budgeting time.

-- Teacher will share an example of an Exemplary essay written and class will discuss elements of good writing in it.

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TIMED WRITING - 45 minutes for prewriting and to write their draft (5-10 minutes for prewriting, 25-35 minutes to write draft). Students may use QuickWrite from SB activity 1.7 or choose to write about something else. They should save this

PreAP

Standards:

I can write an assertion for a Short Answer Response that is a direct answer to the question, provides insight, and shows a deep understanding of the text.

Vocabulary:
Assertion, Evidence, Commentary

Activities:

1. Vocab 7.2 Stems (10 min)
2. Introduce Short Answer Response (SAR) with PowerPoint. Students will take notes on provided notes sheet. Last slide shows middle school rubric. Students will look at their personal copy and go through and highlight what will be required to achieve an exemplary status. (45 min) [remember/understand]
3. Teacher models a Short Answer Response with whole class. (35 min)
4. PPT Quote for SSW is attached if time permits.

HW: None

Assessment: Teacher observation of student understanding of the parts of a SAR (Formative)

Materials Needed:
Vocab 7.2
SAR Middle School Rubric
Notes for SAR PPT
SAR PPT

PreAP

Standards:

I can recognize different types of leads by published authors.
I can write engaging leads using different techniques.

I can write an assertion, provide evidence with a quote, and commentary for an SAR.

Vocabulary: lead, hook

Activities:

1. Vocab Stems 7.2 (10 min)
2. Continue SAR. Students will independently complete the SAR for Drums, Girls, and Dangerous Pie. (45-50min)
3. SB 1.14 pp. 34-35. Revising the Beginning (30 min)

HW: Study Stems 7.2 for Quiz Fri.

Assessment: Teacher observation (Formative)

Materials Needed:

Vocab Study Sheet
Vocab Stems 7.2 PPT
SAR Handout

SpringBoard
Four Levels of Grammar Lesson 7
Teacher favorite leads
Good Leads (In the LAN)

PreAP

Standards:

I can learn techniques for revising the middle of a narrative.
I can add sensory details and description to improve my personal narrative.
I can revise to show the character's thoughts and feeling

Vocabulary: simile, sensory details, transitions

Activities:

1. Vocab. 7.2 (10 min)
2. Four Level of Grammar Lesson 6 / (20 min)
3. Springboard Lesson 1.15 - Revising the Middle (60 min) [analyze/evaluate/create]

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Teacher will share two (2) picture story photos on the projector screen. Students will be asked to write a sentence--a Literal Observation--describing what is happening in each picture (in their SB graphic organizer).

-- Discuss sensory images. After students consider sensory images for each sense (hear, taste, touch, see, smell), they will re-write their literal sentences using sensory details or images. They should consider adding similes in their images, as well.

-- Pair-Share: Share revised sentences with shoulder partner.

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Teacher will show last picture story photo on projector screen. In a ten-minute QuickWrite, students will write a vivid, imaginative description of the scene in the picture. Highlight parts where they included sensory images or details. They may use the Sensory Words List handout to help them.

-- Writing Groups or Partners: Look for places in their timed writing where they still have literal statements that "tell" rather than "show." Groups will

PreAP

Standards:

I can understand the importance of a good ending. I can revise the ending of a narrative.

Vocabulary: conclusion/ending, reflection, proofread, edit, revise

Activities:

1. Stems 7.2 Quiz (20 min)
2. SSR (15 min)
3. Four Levels of Grammar Lesson 7 (20 min)
3. Springboard Lesson 1.16 - Revising the Ending (35 min)

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Think-Pair-Share: Students will discuss the endings of their favorite stories. Tell why they enjoyed them or why they were disappointing to them.

-- Writing Groups: Reread and evaluate the ends of the personal narratives we read previously in this SB unit.

-- In Pairs: Complete the graphic organizer on p. 37.

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Revisit timed writing and revise the ending. Teacher will use guided modeling to show students sentence combining and revising for coherence.

-- Students will read through their drafts silently and respond to the questions:

- 1) What did you learn from this event?
- 2) Why is this choice important to you?
- 3) What do you understand about life as a result of this experience?

-- Students will cross out repeated phrases or redundant ideas. They will also combine sentences for coherence and flow.

-- In Pairs: Share drafts and get feedback.

-- Individually: Proofread for spelling, punctuation, grammar and usage

HW: None

Assessment: Revising Timed Writing (Formative)

Monday, September 15, 2014

Day 15

draft of their timed writing in their WIP section to revise the rest of the week.

Prompt:

Write a personal narrative about a significant incident in your life in which you had to make a choice. Describe the choice, explain the consequences of that choice, and reflect on what you learned as a result of this experience.

HW: None

Assessment: Teacher observations (Formative)

Materials Needed:

Vocab. Study Sheet
Vocab. 7.2 PPT
SpringBoard pp. 29-30

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help add the "show" to those literal statements by giving feedback to the writer.

HW: Study for vocab quiz

Assessment: Ba-Da-Bing hook [formative]

Materials Needed:

Four Levels of Grammar Lesson 8
Vocab 7-2 PPT
Vocab Study Sheets

Springboard books
Story Pictures PPT
Sensory Words List (in LAN)

Friday, September 19, 2014

Day 19

Stems Quiz (Formative) Minor Grade

Materials Needed:

Stems 7.2 Quiz

SpringBoard

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ON LEVEL

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2. Four Levels of Grammar Lesson 5 (Adjectives) - (20 min) <https://www.youtube.com/watch?v=emdaMT2M4Tk>

3. SSR (15 min)

4. SpringBoard Lesson 1.11 Choosing a Topic for a Timed Writing, pp.29-30 (45 min)

NOTE :

This activity will be used for the upcoming Embedded Assessment on Sept. 22

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-- Discuss pacing and budgeting time.
-- Teacher will share an example of an Exemplary essay written and class will discuss elements of good writing in it.
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TIMED WRITING - 45 minutes for prewriting and to write their draft (5-10 minutes for prewriting, 25-35 minutes to write draft). Students may use QuickWrite from SB activity 1.7 or choose to write about something else. They should save this draft of their timed writing in

ON LEVEL

Standards:

Activities:
1. Vocab 7.2 Stems (10 min)

2. SSW (15 min) Respond to the Quote (See Slide attached)

3. Simile Four Square Activity with Handout (45 min)

4. SSR (20 min)

HW: None

Assessment: Teacher observation (Formative)

Materials Needed:
Vocab 7.2

Four Levels of Grammar Lesson 6 / Verbs

Journal Composition Books
SB

ON LEVEL

Standards:
I can recognize different types of leads by published authors.
I can write engaging leads using different techniques.

Vocabulary: lead, hook

Activities:
1. Vocab Stems 7.2 (10 min)
2. SSR (20 min)
3.. Springboard Lesson 1.14 - Revising the Beginning (60 min)

-- Teacher will read some of her favorite leads or opening paragraphs from novels, short stories, student essays, etc.
-- Students will try to identify the type of lead that is being used in each example.
-- Teacher will go over the three acceptable types of leads (Action, Reaction, Dialogue) and remind students not to use "Typical" leads, which are boring and not engaging to the reader. Share the three examples (from Langston Hughes, E.B. White, and Gary Soto) or using the Good Leads PPT.-- In pairs (using Rally Coach): Students will revisit narratives they read earlier in this unit ("Ditching", "Dust Tracks on a Road" and "A Hundred Bucks of Happy"), focusing on reading the beginning of each. They will complete the graphic organizer on p. 35 for each, identifying the type of lead and discussing its effectiveness.

HW: Study Stems 7.2 for Quiz Fri.

Assessment: Teacher observation (Formative)

Materials Needed:
Vocab Study Sheet
Vocab Stems 7.2 PPT
SpringBoard
Four Levels of Grammar Lesson 7
Teacher favorite leads
Good Leads (In the LAN)

ON LEVEL

Standards:
I can learn techniques for revising the middle of a narrative.
I can add sensory details and description to improve my personal narrative.
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Vocabulary: simile, sensory details, transitions

Activities:
1. Vocab. 7.2 (10 min)

2. Four Level of Grammar Lesson 6 (20 min)

3. Students will look at their Timed Writing lead and on a lined sheet of paper, write a Ba-Da-Bing to hook the reader. Teacher will show last slide on Ba-Da-Bing PPT to remind students what the B-D-B format is. (10-15 min) [create]

4. Springboard Lesson 1.15 - Revising the Middle (60 min) [analyze/evaluate/create]

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Teacher will share two (2) picture story photos on the projector screen. Students will be asked to write a sentence--a Literal Observation--describing what is happening in each picture (in their SB graphic organizer).
-- Discuss sensory images. After students consider sensory images for each sense (hear, taste, touch, see, smell), they will re-write their literal sentences using sensory details or images. They should consider adding similes in their images, as well.
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3. Four Levels of Grammar Lesson 7 (20 min)

4. Springboard Lesson 1.16 - Revising the Ending (35min)

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-- In Pairs: Complete the graphic organizer on p. 37.
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-- In Pairs: Share drafts and get feedback.
-- Individually: Proofread for spelling, punctuation, grammar and usage

HW: None

Assessment: Revising Timed Writing (Formative)

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their WIP section to revise the rest of the week.

Prompt:

Write a personal narrative about a significant incident in your life in which you had to make a choice. Describe the choice, explain the consequences of that choice, and reflect on what you learned as a result of this experience.

HW: None

Assessment: Teacher observations (Formative)

Materials Needed:

Vocab. Study Sheet
Vocab. 7.2 PPT
SpringBoard pp. 29-30

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HW: Study for vocab quiz

Assessment: Ba-Da-Bing hook [formative]

Materials Needed:

Four Levels of Grammar Lesson 8
Vocab 7-2 PPT
Vocab Study Sheets

SpringBoard books
Story Pictures PPT
Sensory Words List (in LAN)

Friday, September 19, 2014

Day 19

Materials Needed:

Stems 7.2 Quiz

SpringBoard