

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 08, 2014

Monday, September 08, 2014
Day 10

Tuesday, September 09, 2014
Day 11

Wednesday, September 10, 2014
Day 12

Thursday, September 11, 2014
Day 13

Friday, September 12, 2014
Day 14

SpringBoard ILA 7

<p>Standards: I can write a personal narrative with a clear focus that communicates the reasons for actions and the importance of consequences.</p> <p>Vocabulary: brainstorm, prompt, narrative, consequences, choice, hook, lead</p> <p>Activities: 1. Stems Vocab. 7.1 (5 - 10 min.) Students read sentences using words with the stems and try to guess what the stems mean. 2. Four Level of Grammar - Teacher will introduce the 4 levels of grammar and show the video.</p> <p>https://www.youtube.com/watch?v=us-3oISONAU (copy and paste)</p> <p>Students will take Lesson 1 Notes. (15-20 min)</p> <p>3. Writing Workshop 4 Activity 4 (65 minutes) - (Students already have this handout.)</p> <p>Students will brainstorm ideas for the personal narrative using a bubble map graphic organizer.</p> <p>Students will use the Narrative Rubric as they write.</p> <p>Students will draft and revise and edit if time permits.</p> <p>HW: None</p> <p>Assessment: Writing Workshop 4 Activity 4 Personal Narrative (Formative)</p> <p>Materials Needed: 7.1 Stems PPT Four Levels of Grammar You Tube video</p>	<p>Standards: I can revise and edit the personal narrative by applying revision techniques.</p> <p>Vocabulary: brainstorm, prompt, narrative, consequences, choice, hook, lead, revise, edit</p> <p>Activities: 1. 7.1 Stems Vocab - Reveal the meanings of the stems [understand/remember] (5 - 10 min) 2. Four Levels of Grammar Lesson 2 Notes (15 min)</p> <p>https://www.youtube.com/watch?v=0bbP2hE4KI0 (copy and paste)</p> <p>3. Peer Revise and Edit narrative essay. Draft final copy of essay. (55 - 60 min)</p> <p>4. SSR if time permits (10 min)</p> <p>HW: None</p> <p>Assessment: Narrative essay (formative)</p> <p>Materials Needed: 7.1 PPT Four Levels of Grammar Lesson 2 Notes Narrative Rubric Conferencing Form Editing Symbols</p>	<p>Standards: I can analyze a model of narrative structure and narrative elements. I can identify tone in a narrative. I can understand chronological order. I can recognize and use transitions that indicate time order.</p> <p>Activities: 1. 7.1 Stem PPT Words and Definitions (15 min) 2. Four Levels of Grammar Lesson 3 (15 min)</p> <p>https://www.youtube.com/watch?v=WDhpDlq8dcs (copy and paste)</p> <p>3. Show Tone PPT (Slides 1 - 13) (10 min)</p> <p>4. SpringBoard 1.8 Analyzing a Personal Narrative on Choice pp. 16-17. (50 min)</p> <p>Ask students to brainstorm possible problems when writing a narrative essay. -- Student will read "About the Author" to the class and "Popcorn" read Dust Tracks on a Road.</p> <p>-- With their table group, students will identify the incident, response, and reflection to confirm that this text is, in fact, a personal narrative. Students should highlight these elements in 3 different colors of highlighter.</p> <p>-- In Pairs: Mark up the text</p> <p>Underline passages that show what happened, who was involved, and when and where the incident took place. Label the B-M-E, highlight the parts that show the narrator's response to the incident. [Bracket] the passage that tells why this is a memorable incident for the speaker. Explain how this event deals with the</p>	<p>POWER TO CHANGE BELL SCHEDULE</p> <p>Standards: I can analyze a model of narrative structure and narrative elements. I can identify tone in a narrative. I can understand chronological order. I can recognize and use transitions that indicate time order.</p> <p>Activities: 1. 7.1 Stems Write five sentences using words with the stems. (15 min) [evaluate/create] 2. Four Levels of Grammar Notes Lesson 4 (20 min)</p> <p>https://www.youtube.com/watch?v=RvCDzQhhncl (copy and paste)</p> <p>3. Complete SpringBoard 1.9 The Choices We Make pp.18-26 Students complete Graphic Organizer on page 26</p> <p>4. SpringBoard 1.10 Learning from Our Choices pp.27-28 (45-55 min)</p> <p>-- In a think-pair-share, students will discuss the consequences of making the choice to ditch school. -- Teacher will explain that "Ditching" is a model of the type of personal narrative students will write and revise for their EA1. -- Read "Ditching" in a guided reading approach. Analyze and examine the structure. Students will label the B-M-E of the story. Stop to respond to the focus questions in the MyNotes section. Share responses with the class. [analyze] -- Add words that describe "tone" to sentence strips and place on the word wall. -- Review use of commas (to signify a pause). [remember/understand]-- Students will write a reflection for the</p>	<p>Standards: I can demonstrate planning strategies to prepare for writing a narrative essay.</p> <p>Activities: 1. Stems 7.1 Quiz (20 min) 2. SSR (20 min) 3. "A Moment on YouTube" Narrative Activity - (45 min) [remember/understand/apply/analyze]</p> <p>http://www.youtube.com/watch?v=WII8pS7LezM (copy and paste)</p> <p>Start video just before the 2 minute mark. Students will view the video three separate times. -- During the first viewing, students will write down the important events taking place, in chronological order. -- During the second viewing, students will write down the mood created in them using tone words (adjectives, adverbs, nouns, and verbs). -- During the third viewing, students will look back at the first event they wrote down during the first viewing, and they will write down the initial sound/noise/words that come to them, creating a hook for their narrative. -- Finally, students will explain what made this moment powerful, if they learned anything, if they were changed by the experience, and if they changed their opinion or point of view about something as a result of the experience.</p> <p>HW: None</p> <p>Assessment: Vocab 7-2 Quiz - MINOR grade [formative] Vocab 7-2 Study Sheet - DAILY grade [formative]</p>
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Monday, September 08, 2014

Day 10

WW4 Handout from last week
Bubble Map Graphic Organizer
Narrative Rubric Handout (given last week)

Dictionary/Thesaurus

Tuesday, September 09, 2014

Day 11

Wednesday, September 10, 2014

Day 12

concept of choice.

-- Students will circle words that indicate tone as they re-read the passage.

Essential Question: How do authors use narrative elements to create a story?

5. Begin SpringBoard 1.9 if time permits pp. 18- 26. (35 min)

Use Transitions of Time PPT and Transitions Handout for this activity.

HW:

Study for Stems Quiz 7.1 Friday

Assessment:

Student's Understanding of Beginning, Middle, End by marking the text. (Formative)

Materials Needed:

7.1 Stems PPT

Four Levels of Grammar Lesson 3

Tone PPT slides 1-13

SpringBoard 1.8 and 1.9

Transitions of Time PPT

Transitions Handout

Thursday, September 11, 2014

Day 13

story "Ditching", imagining that they are the author of that personal narrative. They will need to explain what he has learned from that experience. [apply/create]
-- If time allows, students will share reflections with their table groups.
-- Whole Class: Share elements of a good narrative found in "Ditching".

HW: Stems 7.1 Quiz Friday

Assessment: "Ditching" Reflection /Daily Grade/ Formative

Materials Needed:

7.1 Stems PPT

Four Levels of Grammar Lesson 4

SpringBoard 1.9 pp 18-26

SpringBoard 1.10 pp. 27-28

Friday, September 12, 2014

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Materials Needed:

Stems 7.1 Quiz

YouTube video Activity Sheet "A Moment on YouTube"

Monday, September 08, 2014

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English Language Arts and Reading, Grade 7

Standards:
I can write a personal narrative with a clear focus that communicates the reasons for actions and the importance of consequences.

Vocabulary: brainstorm, prompt, narrative, consequences, choice, hook, lead

Activities:

1. Stems Vocab. 7.1 (5 - 10 min.) Students read sentences using words with the stems and try to guess what the stems mean.
2. Four Level of Grammar - Teacher will introduce the 4 levels of grammar and show the video.

<https://www.youtube.com/watch?v=us-3oISONAU> (copy and paste)

Students will take Lesson 1 Notes. (15-20 min)

3. Writing Workshop 4 Activity 4 (65 minutes) - (Students already have this handout.)

Students will brainstorm ideas for the personal narrative using a bubble map graphic organizer.

Students will use the Narrative Rubric as they write.

Students will draft and revise and edit if time permits.

HW: None

Assessment:

Writing Workshop 4 Activity 4 Personal Narrative (Formative)

Materials Needed:

7.1Stems PPT

Standards:
I can revise and edit the personal narrative by applying revision techniques.

Vocabulary: brainstorm, prompt, narrative, consequences, choice, hook, lead, revise, edit

Activities:

1. 7.1 Stems Vocab - Reveal the meanings of the stems [understand/remember] (5 - 10 min)
2. Four Levels of Grammar Lesson 2 Notes (15 min)

<https://www.youtube.com/watch?v=0bbP2hE4KI0> (copy and paste)

3. Peer Revise and Edit narrative essay. Draft final copy of essay. (55 - 60 min)

4. SSR if time permits (10 min)

HW: None

Assessment: Narrative essay (formative)

Materials Needed:

7.1 PPT

Four Levels of Grammar Lesson 2 Notes Narrative Rubric

Conferencing Form Editing Symbols

Standards:
I can analyze a model of narrative structure and narrative elements.

I can identify tone in a narrative. I can understand chronological order. I can recognize and use transitions that indicate time order.

Activities:

1. 7.1 Stem PPT Words and Definitions (15 min)
2. Four Levels of Grammar Lesson 3 (15 min)

<https://www.youtube.com/watch?v=WDhpDIq8dcs> (copy and paste)

3. Show Tone PPT (Slides 1 - 13) (10 min)

4. SpringBoard 1.8 Analyzing a Personal Narrative on Choice pp. 16-17. (50 min)

Ask students to brainstorm possible problems when writing a narrative essay. -- Student will read "About the Author" to the class and "Popcorn" read Dust Tracks on a Road.

-- With their table group, students will identify the incident, response, and reflection to confirm that this text is, in fact, a personal narrative. Students should highlight these elements in 3 different colors of highlighter.

-- In Pairs:

Mark up the text

Underline passages that show what happened, who was involved, and when and where the incident took place. Label the B-M-E, highlight the parts that show the narrator's response to the incident. [Bracket] the passage that tells why this is

POWER TO CHANGE BELL SCHEDULE

Standards:

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Activities:

1. 7.1 Stems Write five sentences using words with the stems. (15 min) [evaluate/create]
2. Four Levels of Grammar Notes Lesson 4

<https://www.youtube.com/watch?v=RvCDzQhhncl> (copy and paste)

3. Complete SpringBoard 1.9 The Choices We Make pp.18-26 Students complete Graphic Organizer on page 26

4. SpringBoard 1.0 Learning from Our Choices pp.27-28 (45-55 min)

-- In a think-pair-share, students will discuss the consequences of making the choice to ditch school.

-- Teacher will explain that "Ditching" is a model of the type of personal narrative students will write and revise for their EA1.

-- Read "Ditching" in a guided reading approach. Analyze and examine the structure. Students will label the B-M-E of the story. Stop to respond to the focus questions in the MyNotes section. Share responses with the class. [analyze]

-- Add words that describe "tone" to sentence strips and place on the word wall.

-- Review use of commas (to signify a pause). [remember/understand]--

Standards: I can demonstrate planning strategies to prepare for writing a narrative essay.

- Activities:
1. Stems 7.1 Quiz (20 min)
 2. SSR (20 min)
 - 3.

"A Moment on YouTube" Narrative Activity - (45 min) [remember/understand/apply/analyze]

<http://www.youtube.com/watch?v=WII8pS7LezM> (copy and paste)

Start video just before the 2 minute mark. Students will view the video three separate times.

-- During the first viewing, students will write down the important events taking place, in chronological order.

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-- Finally, students will explain what made this moment powerful, if they learned anything, if they were changed by the experience, and if they changed their opinion or point of view about something as a result of the experience.

HW: None

Assessment:

Vocab 7-2 Quiz - MINOR grade [formative]
Vocab 7-2 Study Sheet - DAILY grade

Monday, September 08, 2014

Day 10

Four Levels of Grammar You Tube video
WW4 Handout from last week
Bubble Map Graphic Organizer
Narrative Rubric Handout (given last week)

Dictionary/Thesaurus

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a memorable incident for the speaker.
Explain how this event deals with the concept of choice.

-- Students will circle words that indicate tone as they re-read the passage.

Essential Question: How do authors use narrative elements to create a story?

5. Begin SpringBoard 1.9 if time permits pp. 18- 26. (35 min)

Use Transitions of Time PPT and Transitions Handout for this activity.

HW:

Study for Stems Quiz 7.1 Friday

Assessment:

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Materials Needed:

7.1 Stems PPT

Four Levels of Grammar Lesson 3

Tone PPT slides 1-13

SpringBoard 1.8 and 1.9

Transitions of Time PPT
Transitions Handout

Thursday, September 11, 2014

Day 13

Students will write a reflection for the story "Ditching", imagining that they are the author of that personal narrative. They will need to explain what he has learned from that experience. [apply/create]
-- If time allows, students will share reflections with their table groups.
-- Whole Class: Share elements of a good narrative found in "Ditching".

HW: Stems 7.1 Quiz Friday

Assessment: "Ditching" Reflection /Daily Grade/ Formative

Materials Needed:

7.1 Stems PPT

Four Levels of Grammar Lesson 4

SpringBoard 1.9 pp 18-26
SpringBoard 1.10 pp. 27-28

Friday, September 12, 2014

Day 14

[formative]

Materials Needed:

Stems 7.1 Quiz
YouTube video Activity Sheet "A Moment on YouTube"