

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, December 01, 2014

Monday, December 01, 2014  
Day 64

Tuesday, December 02, 2014  
Day 65

Wednesday, December 03, 2014  
Day 66

Thursday, December 04, 2014  
Day 67

Friday, December 05, 2014  
Day 68

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

No Vocab this week. On level will have Test over 7.5-7.8

PreAP

Standards:

I can analyze an expository text using the SOAPSTone strategy.

Activities:

1. Warm-up Grammar/Editing Practice Slide #12 (of #12 - #16) "As the Falcon Flies" (15 min)  
Remembering/Understanding/Applying/Analyzing/Writing and Discussing

2. QuickWrite: What do you know about writing an essay to respond to an expository text? How does a response to an expository text differ from other essays you may have written in the past? (10 min)  
Writing/Developing/Evaluating/Discussing

3. (45 min) Teacher will guide the students through the SOAPSTone of "America the Not-So-Beautiful" on pages 135-136 of SpringBoard. Discuss connotation of the word America. Tell students to use metacognitive markers to (?) question the text, (!) to make a comment, and (!) to show an interesting ideas they read. Show the PowerPoint "Using Metacognitive Markers" while reading.  
Reading/Evaluating/Analyzing/Discussing

After the initial reading, revisit the text and analyze the writer's craft using the SOAPSTone strategy. Show the CollegeBoard SOAPSTone video <https://www.youtube.com/watch?v=BvnyBQEnbjI> (4:17 min)

4. Exploring a Thesis p. 138 SpringBoard (Teacher Steps #3 - #5 page 138). (15 min)  
Analyzing/Evaluating/Formulate/Applying

5. SSW if time remains. Have students write a response to one of the quotes on the ppt.(10 min)  
Writing/Evaluating/Composing/Creating

HW:  
None

Assessment:

PreAP  
Standards:  
I can differentiate between fact and opinion.  
I can develop a position in response to a persuasive text.

Activities:

1. Warm-up Grammar/Editing Practice Slide # 13 (of Slides #12 - #16 ) "As the Falcon Flies" (15 min)  
Remembering/Understanding/Applying/Analyzing/Writing and Discussing

2. Review hyphens. (15 min)Remembering/Applying

2. Complete any work from yesterday. (10 min)  
Reading/Evaluating/Analyzing/Discussing

3. SpringBoard 2.15 pp.139-146. "Fact or Opinion?" First, Discuss the term "Green Movement." (5 min)Discussing

Complete the Anticipation Guide on p. 139. (5 min)Discussing

Then lead the class in a shared reading of the article. Reading/Analyzing

Ask students to mark the text by highlighting the facts in one color and the author's opinion or the opinions of people cited in another color.

Students need to summarize the facts in the My Notes section and then share their summaries.

Have students form small groups and use the SOAPSTone strategy to analyze the text to develop a deeper understanding of it. Share. Analyzing/Discussing

Teacher completes Teacher Notes Steps #5-#9 on page 146. (40 min)

5. SSW if time remains. Have students write a response to one of the quotes on the ppt.Analyzing/Writing

HW:  
None

Assessment:

PreAP  
Standards:  
I can analyze the expository CBAP.  
I can analyze the practice expository prompts.

Activities:

1. Warm-up Grammar/Editing Practice Slide # 14 (of Slides #12 - #16 ) "As the Falcon Flies" (15 min)  
Remembering/Understanding/Applying

2. Unpack CBAP. (15 min)  
Reading/Analyzing/Writing/Discussing

3. Expository Prompt practice. Students practice in pairs and share. Students make a foldable of the elements on the handout "Expository Writing Components."  
(45 min)  
Reading/Analyzing/Writing/Discussing

4. SSR (15 min) Reading

HW:  
None

Assessment:  
Expository Practice (Formative)

Materials Needed:  
CBAP rubric  
As the Falcon Flies  
Expository Prompt Documents (2)

POWER TO CHANGE

PreAP  
Standards:  
I can write an expository essay.

Activities:  
Teacher will administer the District Expository CBAP. Students must have a pre-write graphic organizer, rough draft, and final draft on the lined paper.

1. Students will Think carefully about the benefits of giving and the benefits of receiving.Analyzing  
Then they will Write an essay that explains whether it is better to give to others or to receive from others.Writing

Be sure to —  
-clearly state your thesis  
-organize and develop your ideas effectively  
-choose your words carefully  
-edit your writing for grammar, mechanics, and spelling

HW:  
None

Assessment:  
CBAP (Summative)

Materials Needed:  
CBAP Prompt

CBAP Rubric  
CBAP Lined Paper

PreAP  
Standards:

Activities:  
1, Warm-up Grammar/Editing Practice Slide # 15 and # 16 (of Slides #12 - #16 ) "As the Falcon Flies" (25 min)  
Remembering/Understanding/Applying

2. Adverbial and adjectival phrases and clauses. Teacher shows ppt and students work on handout practice. (20 min)  
Remembering/Understanding/Applying/Discussing

3. FISD "Understanding a Reflection" (45 min)  
Understanding/Analyzing/Applying/Writing/Discussing

4. SSR if time remains. (10 min) Reading

HW:  
None

Assessment:  
FISD "Understanding a Reflection" (formative)

Materials Needed:  
FSD handout "Understanding a Reflection"  
Adjective and Adverb phrases ppt  
Adjective and Adverb phrases handout

Monday, December 01, 2014

Day 64

SOAPSTone (formative)

Materials Needed:

WW 9 Activity 1 & 2

Using Metacognitive Markers ppt

Composition book

SpringBoard

Tuesday, December 02, 2014

Day 65

SOAPSTone (Formative)

Materials Needed:

SpringBoard

As the Falcon Flies

Hyphen ppt

Quotable quotes ppt

Wednesday, December 03, 2014

Day 66

Thursday, December 04, 2014

Day 67

Friday, December 05, 2014

Day 68

## SpringBoard ILA 7

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No Vocab this week. On level will have Test over 7.5-7.8

ILA

Standards:

I can analyze an expository text using the SOAPStone strategy.

Activities:

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Remembering/Understanding/Applying/Analyzing/Writing and Discussing

2. QuickWrite: What do you know about writing an essay to respond to an expository text? How does a response to an expository text differ from other essays you may have written in the past? (15 min)

Writing/Developing/Evaluating/Discussing

3. Teacher will guide the students through the SOAPStone of "America the Not-So-Beautiful" on pages 135-136 of SpringBoard. Discuss connotation of the word America. Tell students to use metacognitive markers to (?) question the text, (\*) to make a comment, and (!) to show an interesting ideas they read. Show the PowerPoint "Using

Metacognitive Markers" while reading.

Reading/Evaluating/Analyzing/Discussing

After the initial reading, revisit the text and analyze the writer's craft using the SOAPStone strategy. Show the CollegeBoard SOAPStone video <https://www.youtube.com/watch?v=BvnyBQEnbjI> (4:17 min)

4. Exploring a Thesis p. 138 SpringBoard (Teacher Steps #3 - #5 page 138).

Analyzing/Evaluating/Formulating/Applying

5. SSW if time remains. Have students write a response to one of the quotes on the ppt

Writing/Evaluating/Composing/Creating

ILA On Level

Standards:

I can differentiate between fact and opinion.  
I can develop a position in response to a persuasive text.

Activities:

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Remembering/Understanding/Applying/Analyzing/Writing and Discussing  
2. Review hyphens. (15 min)Remembering/Applying

2. Complete any work from yesterday. (10 min)

Reading/Evaluating/Analyzing/Discussing  
3. SpringBoard 2.15 pp.139-146. "Fact or Opinion?" First, Discuss the term "Green Movement." (5 min)Discussing

Complete the Anticipation Guide on p. 139. (5 min)Discussing

Then lead the class in a shared reading of the article. Reading/Analyzing

Ask students to mark the text by highlighting the facts in one color and the author's opinion or the opinions of people cited in another color.

Students need to summarize the facts in the My Notes section and then share their summaries. Writing

Have

students form small groups and use the SOAPStone strategy to analyze the text to develop a deeper understanding of it. Share. Analyzing/Discussing

Teacher completes Teacher Notes Steps #5-#9 on page 146. (40 min)

5. SSW if time remains. Have students write a response to one of the quotes on the ppt.Analyzing/Writing

HW:  
None

On Level ILA

Standards:

I can analyze the expository CBAP.  
I can analyze the practice expository prompts.

Activities:

1. Warm-up Grammar/Editing Practice Slide # 14 (of Slides #12 - #16 ) "As the Falcon Flies" (15 min)  
Remembering/Understanding/Applying

2. Unpack CBAP. (15 min)  
Reading/Analyzing/Writing/Discussing

3. Expository Prompt practice. Students practice in pairs and share. (45 min)  
Reading/Analyzing/Writing/Discussing

4. SSR (15 min) Reading

HW:

Study for the Vocab Quiz Fri over 7.5-7.8

Assessment:

Expository Practice (Formative)

Materials Needed:

CBAP rubric  
As the Falcon FliesExpository Prompt documents (2)

On Level

Standards:

I can write an expository essay.

Activities:

Teacher will administer the District Expository CBAP. Students must have a pre-write graphic organizer, rough draft, and final draft on the lined paper.

1. Students will Think carefully about the benefits of giving and the benefits of receiving.Analyzing  
Then they will Write an essay that explains whether it is better to give to others or to receive from others.Writing

Be sure to —

- clearly state your thesis
- organize and develop your ideas effectively
- choose your words carefully
- edit your writing for grammar, mechanics, and spelling

HW:

Study for Vocab 7.5-7.8 Test Friday

Assessment:

CBAP (Summative)

Materials Needed:

CBAP Prompt

CBAP Rubric

CBAP Lined Paper

On Level

Standards:

Activities:

1. Vocab 7.5-7.8 Test (25 min)  
Remembering/Understanding/Applying/Developing

3. Warm-up Grammar/Editing Practice Slide # 15 and # 16 (of Slides #12 - #16 ) "As the Falcon Flies" (15 min)

Remembering/Understanding/Applying  
4. Adverbial and adjectival phrases and clauses. Teacher shows ppt and students work on handout practice. (20 min)

Remembering/Understanding/Applying/Discussing  
5. FSD "Understanding a Reflection" (20 min)

Understanding/Analyzing/Applying/Writing/Discussing

HW:

None

Assessment:

FSD "Understanding a Reflection" (formative)  
Vocab Test 7.5-7.8 (summative)

Materials Needed:

FSD handout "Understanding a Reflection"

Adjective and Adverb phrases ppt  
Adjective and Adverb phrases handout  
Vocab Test 7.5-7.8

Monday, December 01, 2014  
Day 64

HW:  
None

Assessment:  
SOAPSTone (formative)

Materials Needed:  
WW 9 Activity 1 & 2  
Using Metacognitive Markers ppt

Composition book  
SpringBoard

Tuesday, December 02, 2014  
Day 65

Assessment:

SOAPSTone (Formative)

Materials Needed:  
SpringBoard

As the Falcon Flies

Hyphen ppt  
Quotable quotes ppt

Wednesday, December 03, 2014  
Day 66

Thursday, December 04, 2014  
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