

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, February 02, 2015

Monday, February 02, 2015  
Day 98

Tuesday, February 03, 2015  
Day 99

Wednesday, February 04, 2015  
Day 100

Thursday, February 05, 2015  
Day 101

Friday, February 06, 2015  
Day 102

SpringBoard ILA 7

SpringBoard ILA 7

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SpringBoard ILA 7

PreAP Standards:  
I can analyze the skills and knowledge necessary for success in this unit.

Academic Vocabulary:  
imagery, point of view, literary analysis, problem/solution essay, research, imagery,

flashback, setting, exposition, rising action, falling action, climax, conflict, foreshadow

Activities:  
1. Students complete Week 5 Day 1 of Daily Language Review.(10 min) ( Identify, Practice,Examine, Evaluate, Construct)  
2. Students fill in Vocab. 7. 13 Study Sheet. (10 min) ( Define,Understand, Apply)  
3. Students "unpack" Unit 3 SpringBoard - including EA 3.1, pp. 171-234. (30 min) (Understanding, Evaluating)  
- Students use the scavenger hunt handout for unpacking the unit.If students work in pairs both students must write out their answers. If students finish early, allow them to color and decorate their paper with appropriate images for this unit. Review answers at the end.  
4. Unpack EA 1 -Writing an Analytical Essay (20 min) (Understanding, Evaluating)  
- Read through the Embedded Assessment  
- As students read each section, have them identify skills and activities they must complete in order to complete EA 3.1  
- (If time remains, have students unpack the EA rubric onto a separate sheet of paper by putting the information into more succinct and student friendly terms.) (20 min)

HW:

PreAP Standards:  
I can analyze the skills and knowledge necessary for success in this unit.  
I can access prior knowledge about key ideas and concepts.

Academic Vocabulary:imagery, point of view, literary analysis, problem/solution essay, research, imagery, flashback, setting, exposition, rising action, falling action, climax, conflict , foreshadow

Activities:  
1. Daily Lang Review Week 5 Day 2 (10 min)( Identify, Practice,Examine, Evaluate, Construct)  
2. Vocab 7.13 (10 min) ( Define,Understand, Apply)  
3. SpringBoard 3.1 Previewing the Unit (15 min) Understanding, Analyzing  
- Conduct a think-pair-share activity by answering Essential Questions 1 and 2 individually and sharing with face partner.  
- Allow students to share their answers as a class  
4. View book trailer (5 min) Analyzing, Evaluating  
5. View about the author ppt (5 min) Understanding, Remembering  
- Discuss with students how an author's own experiences can influence their writing style  
6. SpringBoard 3.3 (25 min) Understanding, Analyzing, Evaluating  
- As a table group, students will complete questions 1 through 4 based solely on the cover of the novel. Students must write in complete sentences. Share answers once all groups have finished.  
- Individually, students will complete the QuickWrite in #5  
- "What are some of the insights you have and predictions you can make about the novel Tangerine?"  
7. SpringBoard 3.4 (25 min) Create, Apply, Analyze, Evaluate  
- Finish SpringBoard 3.4 (25 min) Create, Apply, Analyze, Evaluate  
- Students

PreAP Standards:  
I can acquire context for the novel.  
I can make predictions based on print and non-print text.  
I can access prior knowlege.

Academic Vocabulary:imagery, point of view, literary analysis, problem/solution essay, research, flashback, setting, exposition, rising action, falling action, climax, conflict, foreshadow

Activities:  
1. Daily Language Review Week 5 Day 3 (10 min) Understanding, Applying, Analyzing, Evaluating  
2. Vocab 7.13 (10 min) Remembering, Understanding, Applying  
3. Finish SpringBoard 3.4 (25 min) Create, Apply, Analyze, Evaluate  
- Students will set up a double-entry journal in composition books. On the left, they need to choose and write one of the following questions.  
- Can human beings choose not to remember? When and why might they choose to forget?  
- What is the relationship between forgiving and forgetting? Explain.  
- Think of an example from your own life, a tv show or movie you have seen, a short story or novel you have read, or a story you have heard of someone who chose not to remember. Briefly describe the situation and consider the consequences of choosing not to remember.  
4. Conduct a shared reading of the prologue in Tangerine (35 min) Understanding, Remembering  
- As a table group, complete the "Prologue" section of their novel booklet. Share answer to ensure students have an accurate and complete analysis of the prologue.  
5. SSR with nonfiction Bloom's Book Report book if time allows (15 min)

HW:

Pre AP Standards:  
I can examine the structure of the novel.  
I canvisualizedetails of the setting.

Academic Vocabulary:imagery, point of view, literary analysis, problem/solution essay, research, flashback, setting, exposition, rising action, falling action, climax, conflict, foreshadow

Activities:  
1. Daily Lang Review Week 5 Day 4 (10 min) Understanding, Applying, Analyzing, Evaluating  
2. Vocab 7.13 (10 min) Remembering, Understanding, Applying  
3. Tangerine Aug.18-23 Page 7 - 33 (45 min) Understanding, Analyzing, Evaluating  
- While students read, have them focus on any information about the neighborhood Paul and his family move into to. Take notes on anything that describes the environment. This info will be used to complete tomorrow's activity.  
4. Begin SpringBoard 3.6 (10 min) Understanding, Analyzing, Evaluating  
- Read and discuss the difference between literal, interpretive, and universal questioning  
- Define mood and atmosphere  
5. Begin Lake Windsor Map if time permits.(15 min) Understanding, Applying, Evaluating, Creating  
- Individually work. Students will use notes to create a detailed map of Lake Windsor Downs. Pay careful attention to mood and atmosphere when considering colors and details to add to the map.

HW:  
Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Pre AP Standards:  
I can read actively by questioning the text.  
I can visualize details of setting.

Academic Vocabulary:imagery, point of view, literary analysis, problem/solution essay, research, atmosphere, mood, literal, universal, interpretive

Activities:  
1. Daily Lang Review Week 5 Day 5 (10 min) Understanding, Applying, Analyzing, Evaluating  
2. Vocab Quiz 7.13 (20 min) Remembering, Understanding, Applying  
3. Complete Lake Windsor Downs Map (60 min) Understanding, Applying, Evaluating, Creating  
- Students will complete page 181 and begin the Lake Windsor Downs Map activity. Emphasize their maps should include color, structures, and other details that create the setting. When students have completed their maps, ask what details establish mood and atmosphere for Paul.  
4. SSR with nonfiction Bloom's Book Report if time allows. Reading

HW:  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:  
Vocab. 7.13 Quiz( Minor ) (formative)  
Lake Windsor Downs Map (summative)

Materials Needed:  
Daily Lang Review  
Vocab Quiz  
SpringBoard  
Large White paper for Maps  
Tangerine Novel

Monday, February 02, 2015

Day 98

Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:  
Daily Language Review (formative)  
Teacher observation of student's unpacking Unit 3 SpringBoard (formative)

Materials Needed:  
Vocab. 7.13 ppt  
SpringBoard  
Daily Language Review Handout  
Unpacking Handout  
Vocab 7.13 Study Sheet  
White paper for unpacking/rubric

Tuesday, February 03, 2015

Day 99

will set up a double-entry journal in composition books. On the left, they need to choose and write one of the following questions.

- Can human beings choose not to remember? When and why might they choose to forget?

- What is the relationship between forgiving and forgetting? Explain.

- Think of an example from your own life, a tv show or movie you have seen, a short story or novel you have read, or a story you have heard of someone who chose not to remember. Briefly describe the situation and consider the consequences of choosing not to remember.

HW:  
Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:  
Daily Lang Review (Formative)  
SpringBoard Activity (Formative)

Materials Needed:  
Daily Lang Review  
SpringBoard  
Vocab 7.13 ppt and Study Sheet  
SpringBoard 3.4 Questions ppt

Wednesday, February 04, 2015

Day 100

Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:  
Teacher observation of student work in SpringBoard (formative)

Daily Lang Review (formative)

Materials Needed:  
Tangerine novel  
Daily Language Review  
Vocab 7. 13 ppt and Study Sheet  
SpringBoard

Thursday, February 05, 2015

Day 101

Assessment:  
Daily Lang Review (formative)  
Teacher observation of SpringBoard activity (formative)

Materials Needed:  
Tangerine Novel  
SpringBoard  
Large Paper for Maps  
Daily Language Review

Friday, February 06, 2015

Day 102

SpringBoard ILA 7

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ILA Standards:  
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Academic Vocabulary: imagery, point of view, literary analysis, problem/solution essay, research, imagery,

flashback, setting, exposition, rising action, falling action, climax, conflict, foreshadow

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Activities:  
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Share answer to ensure students have an accurate and complete analysis of the prologue.  
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HW:  
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HW:  
Read nonfiction book for Bloom's Book Report due Feb. 20  
Assessment:  
Vocab. 7.13 Quiz( Minor ) (formative) Lake Windsor Downs Map (summative)

Monday, February 02, 2015

Day 98

more succinct and student friendly terms.) (20 min)

HW:

Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:

Daily Language Review (formative)  
Teacher observation of student's unpacking Unit 3 SpringBoard (formative)

Materials Needed:

Vocab. 7.13 ppt  
SpringBoard  
Daily Language Review Handout  
Unpacking Handout  
Vocab 7.13 Study Sheet  
White paper for unpacking/rubric

Tuesday, February 03, 2015

Day 99

- Finish SpringBoard 3.4 (25 min)  
Create, Apply, Analyze, Evaluate  
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HW:

Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:

Daily Lang Review (Formative)  
SpringBoard Activity (Formative)

Materials Needed:

Daily Lang Review  
SpringBoard  
Vocab 7.13 ppt and Study Sheet  
SpringBoard 3.4 Questions ppt

Wednesday, February 04, 2015

Day 100

HW:

Study for Vocab. 7.13 Quiz Friday  
Read nonfiction book for Bloom's Book Report due Feb. 20

Assessment:

Teacher observation of student work in SpringBoard (formative)

Daily Lang Review (formative)

Materials Needed:

Tangerine novel  
Daily Language Review  
Vocab 7. 13 ppt and Study Sheet  
SpringBoard

Thursday, February 05, 2015

Day 101

nonfiction book for Bloom's Book Report due Feb. 20

Assessment:

Daily Lang Review (formative)  
Teacher observation of SpringBoard activity (formative)

Materials Needed:

Tangerine Novel  
SpringBoard  
Large Paper for Maps  
Daily Language Review

Friday, February 06, 2015

Day 102