

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, February 09, 2015

Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

Thursday, February 12, 2015  
Day 106

Friday, February 13, 2015  
Day 107

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

PreAP Standards:  
I can determine text support.  
I can make predictions about a text.  
I can interpret the consequences of choices the characters make.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Book Fair (McKemie second half of 4th, 6th, 8th) (20 min) (Reading)  
2. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
3. Daily Lang Review Week 6 Day 1 (10 min) (Applying, Understanding, Analyzing)  
4. SpringBoard 3.7 Choices and Consequences Day One ( Understanding, Applying, Analyzing, Evaluating)  
- PP. 182-183 Students will cite page numbers and text evidence. They will quote from the text or paraphrase. Teacher models and points out that the "Choices" column requires a page citation. Students will write in the Tangerine booklet.  
Possible choices to reference : Call the fire dept. page 13, Paul's mom tells Mrs. Gates that Paul is legally blind p. 24, Erik worked hard to transform himself from a soccer player to a football player p29, Paul joins some other boys in playing soccer p.32  
5. Continue creating map of Lake Windsor Downs (Remembering, Understanding, Applying)  
HW:  
Study for Vocab. Quiz 7.14 Friday  
Read and work on nonfiction Bloom's Book Report  
Assessment:  
Daily Language Review (formative)  
Lake Windsor Downs Map (formative)  
Teacher observation/class

PreAP Standards:  
I can read and actively question the text.  
I can visualize the details of the text.  
I can revise and edit.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
2. Daily Lang Review (10 min) (Applying, Understanding, Analyzing)  
3. Tangerine reading pp. 33-50. Teacher pauses and directs discussion as it applies to vocabulary and plot elements. (40 min) (Reading, Understanding, Analyzing, Predicting)  
4. STAAR revising and editing passages. (20 min) (Remembering, Understanding, Analyzing, Revising)  
5. Lake Windsor Downs maps (10 min) (Remembering, Understanding, Applying)  
HW:  
Vocab. 7.14 Quiz Friday  
Bloom's Book Report Feb. 20.  
Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)  
Materials Needed:  
Tangerine novel and booklet  
Vocab. 7.14 Study Sheet and Powerpoint  
STAAR revising and editing  
Lake Windsor Downs maps

PreAPStandards:  
I can analyze flashback and foreshadowing.  
I can analyze methods of characterization in film and novels.  
I can make connections within and across texts.  
I can generate text evidence in a close reading.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab 7.14 (10 min)  
2. Daily Lang Review Week (10 min)  
3. SpringBoard 3.10 pp. 186-188 (70 min)  
- Flashback - interruption in the sequence of events to relate events that occurred in the past  
- Teacher explains that one can "read" a movie in much the same way one would read a novel.  
- Show the first 10 min of The Sandlot - stopping to discuss vocab (Flashback Clip 1 -scene 1:0-03:00)  
- Show until the end of the song. Ask students to notice how the film indicates that the story being told is a flashback.  
Review the flashback in the prologue of the novel.  
- Complete Venn Diagram p. 186 of SpringBoard into the Tangerine booklet.  
- Foreshadowing is the use of clues to hint at events that will occur later in the plot.  
- Explain that foreshadowing is used to prepare the audience for action that is to come. It creates an atmosphere of suspense and keeps the audience wondering what will happen next.  
- clip 2 scene 2:00:3:00-0L03:43 Begin where you left off and stop after viewers see the mountains at sunset. Discuss the foreshadowing. Ask students to watch for foreshadowing in the next segment about an object that will be involved in Scott's trouble later in the film.  
- Complete chart page 187.  
Characterization is revealed by the

PreAP Standards:  
I can compare and contrast relationships between characters.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
2. Daily Lang Review Week 6 Day 4 (10 min) (Applying, Understanding, Analyzing)  
3. In composition book, or with dry erase markers, students create a T chart Know and Learned. Complete what they know about lightning. Share (10 min)  
4. Watch lightning video (10 min) <https://www.youtube.com/watch?v=KjVGIsfsUKQ>  
5. Students add to the Learned side of the T charts.  
6. SB 3.11 Lightning Strikes pp. 189-190 (50 min) (Understanding, Applying, Analyzing, Evaluating)  
- Students share stories about people being struck by lightning.  
- As students read Tuesday, Sept. 5 - Saturday, Sept. 9 pp.50-77, students compose questions on 3 levels; 3 literal, 2 interpretive, 1 universal  
- Students attend to the dynamics of the relationships between the Costello brothers and the Fisher brothers.  
Complete the Sibling Relationships graphic organizer. Organize the task as a jigsaw so students work on one of the four squares. Then, organize the groups together so they can share the information they have generated. Students will write a sentence for each of the relationships of the brothers, then orally combine with contrasting phrases; but, however, in contrast, on the other hand, unlike, yet.  
HW:  
Vocab. 7.14 Quiz Friday  
Bloom's Book Report Feb. 20.  
Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)

PRE AP Standards:  
I can visualize details a text.  
I can evaluate the dangers of sinkholes.  
I can explain how to revise and edit.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Daily Language Review Week 6 Day 5 (10 min) Applying, Understanding, Analyzing  
2. Vocab Quiz 7.14 (20 min) Remembering, Understanding, Applying  
3. Revising and Editing STAAR Passages (35 min) Applying, Understanding, Analyzing  
4. Watch sinkhole video (25 min)  
HW:  
Bloom's Book Report Feb. 20.  
Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)  
Materials Needed:  
Tangerine novel and booklet  
Vocab. Quiz 7.14

Monday, February 09, 2015

Day 103

discussion with students about the novel

Materials Needed:

Daily Language Review

Lake Windsor Downs Map

Tangerine

Tangerine booklet

Vocab. 7.14 Study Sheet and Powerpoint

Tuesday, February 10, 2015

Day 104

Wednesday, February 11, 2015

Day 105

character actions and relationships.

Students will complete the graphic organizer on page 188 as they watch the 3rd segment.

- Clip 3 scene 2:0:03:33 - 0:04:57 Show the conversation between Scott and "Dad." Think-pair-share students discuss the foreshadowing and then class discuss. Note characterization from segment.

- Clip 4 Scene 3:0:04:57-0:06:52 Show the game at the sandlot. Watch again for foreshadowing and characterization.

- Clip 5 Scene 4:0:08:55 - 0:10:20 Show Scott's conversation with his mother. Students complete the chart for Scott. Discuss the comparisons to Paul. Students complete the graphic organizer for Paul. Partner share.

HW:

Vocab. 7.14 Quiz Friday

Bloom's Book Report Feb. 20.

Assessment:

Daily Lang Review (formative)

Teacher observation of class discussion of Tangerine (formative)

Materials Needed:

Tangerine novel and booklet

Vocab. 7.14 Study Sheet and Powerpoint

Thursday, February 12, 2015

Day 106

Materials Needed:

Tangerine novel and booklet

Vocab. 7.14 Study Sheet and Powerpoint

Friday, February 13, 2015

Day 107

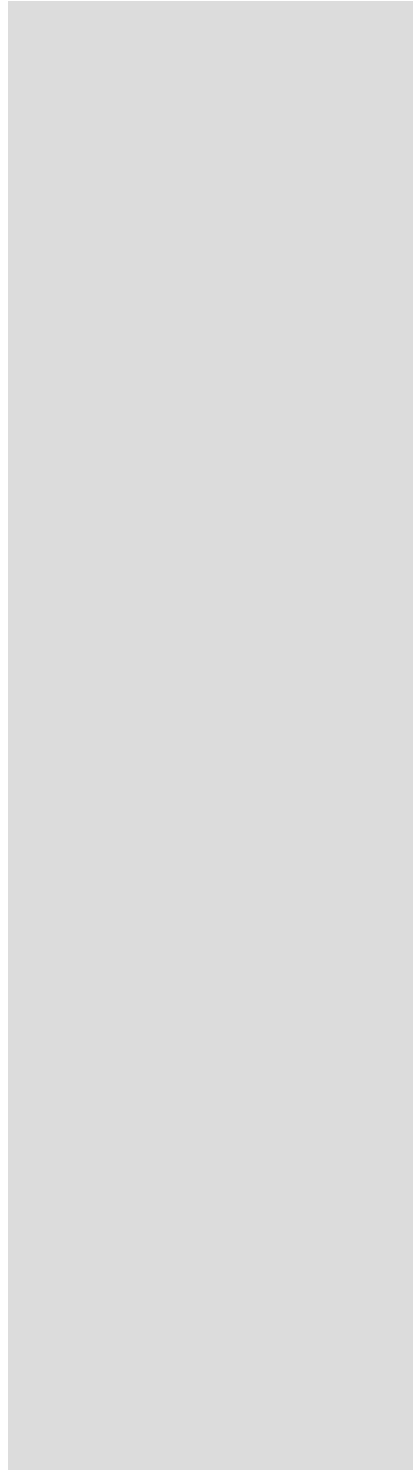
Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

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Day 106

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Day 107



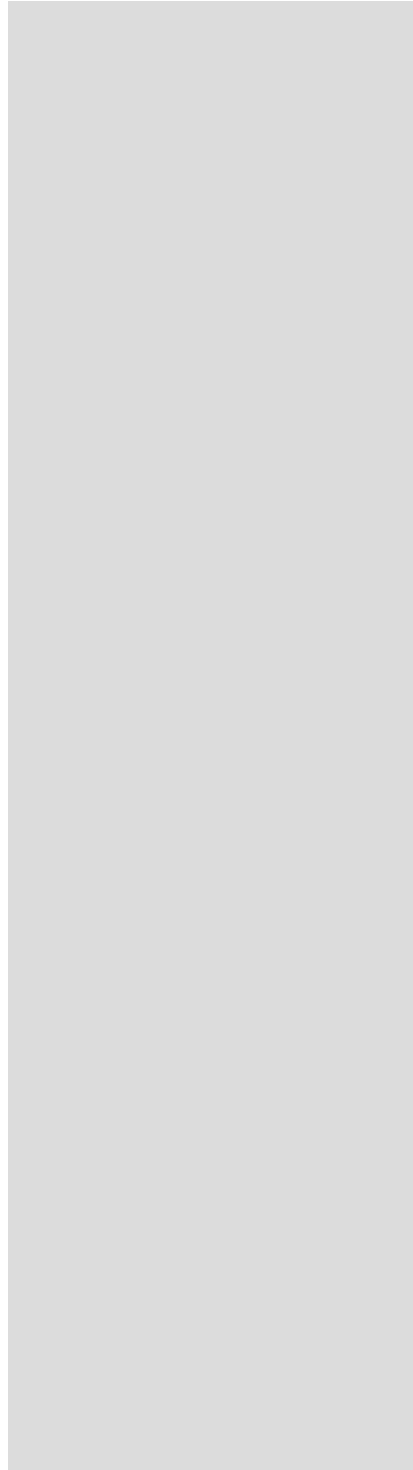
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Day 103

Tuesday, February 10, 2015  
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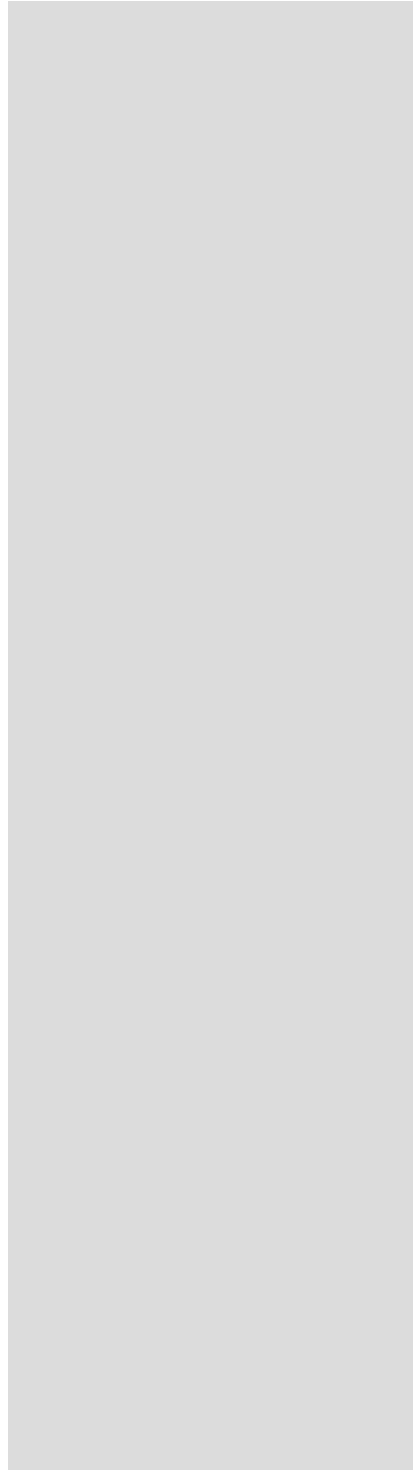
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Friday, February 13, 2015  
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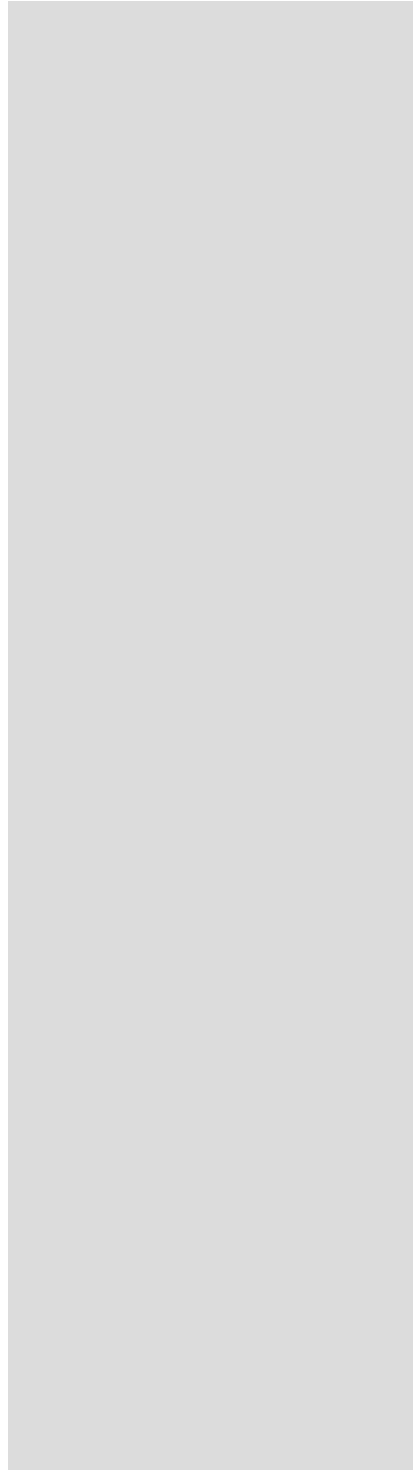
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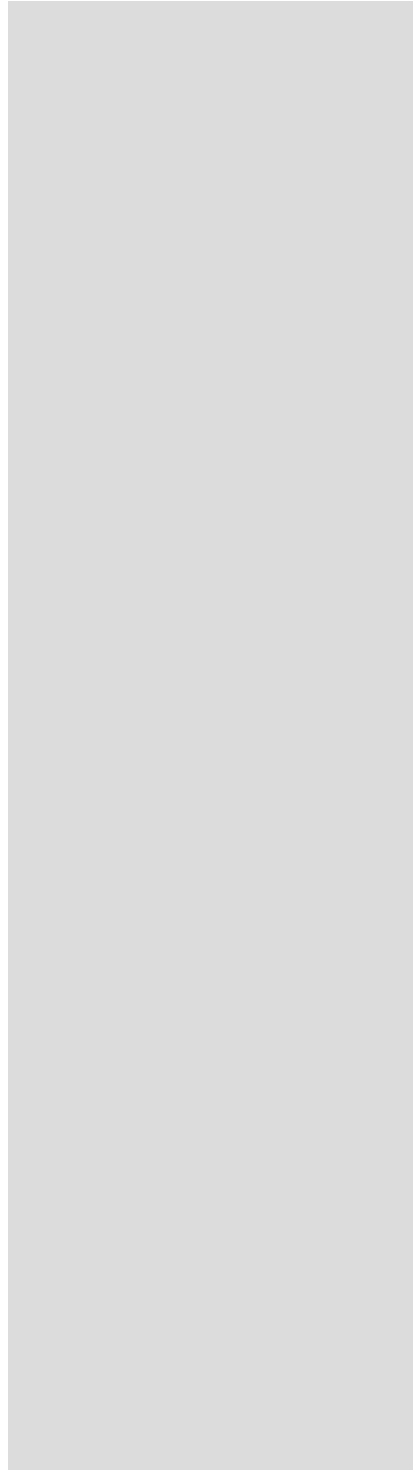
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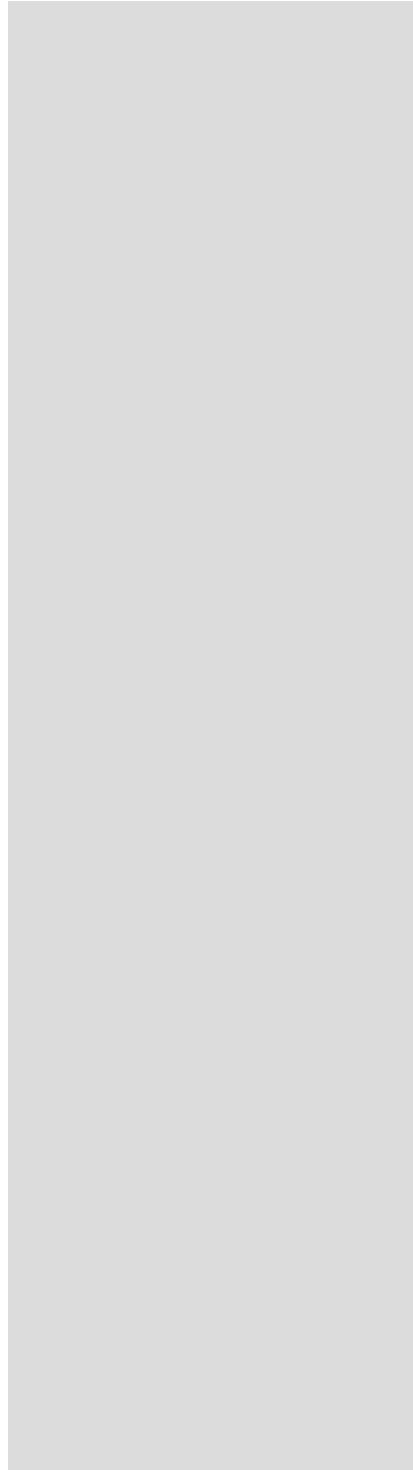
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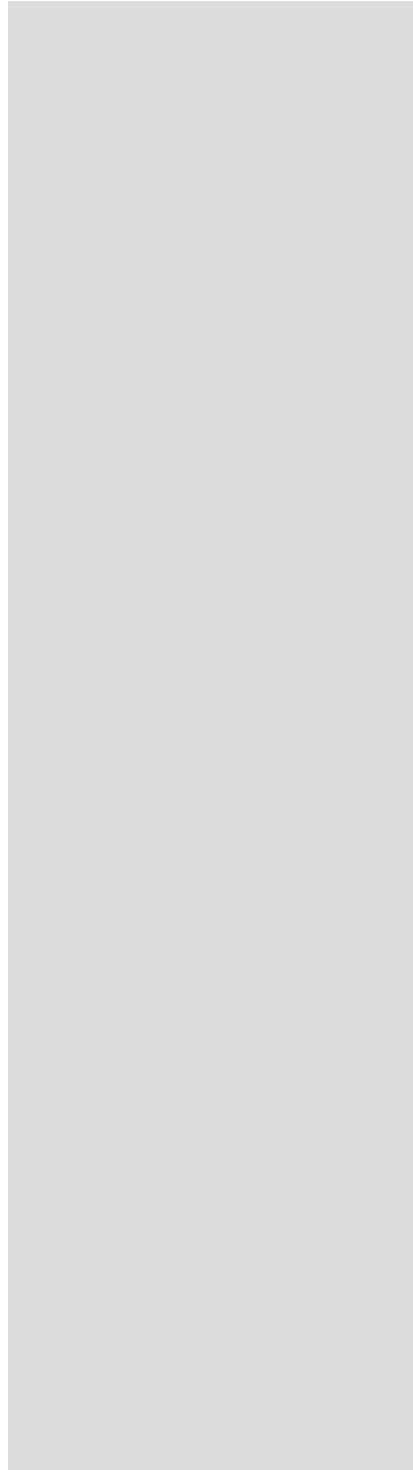
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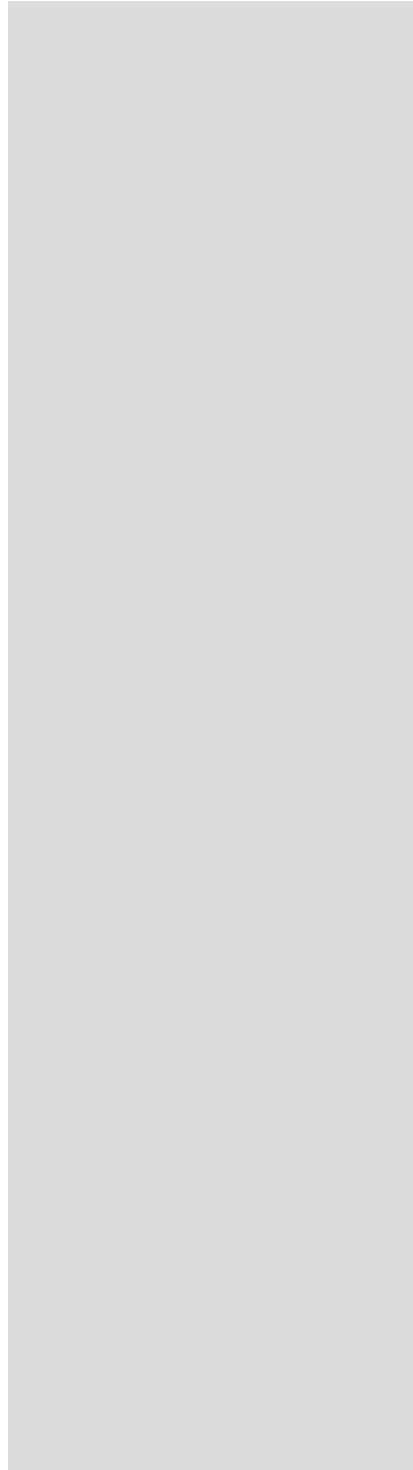
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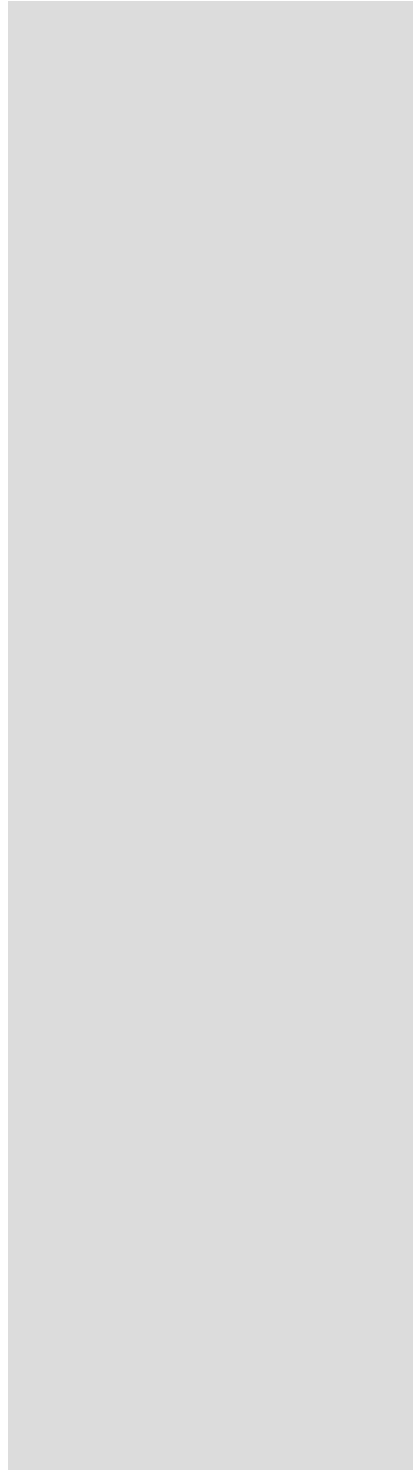
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Day 107



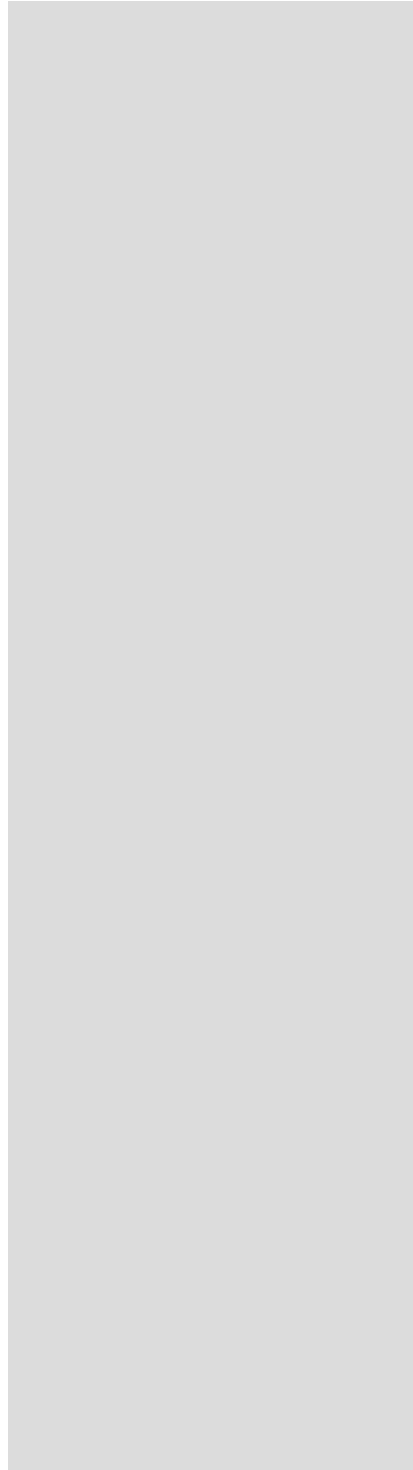
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Day 107



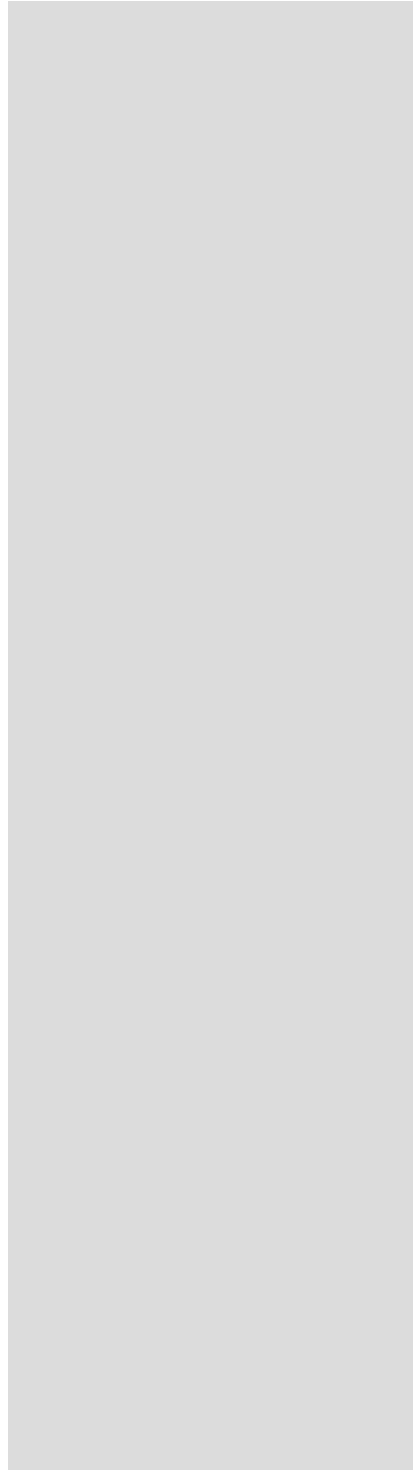
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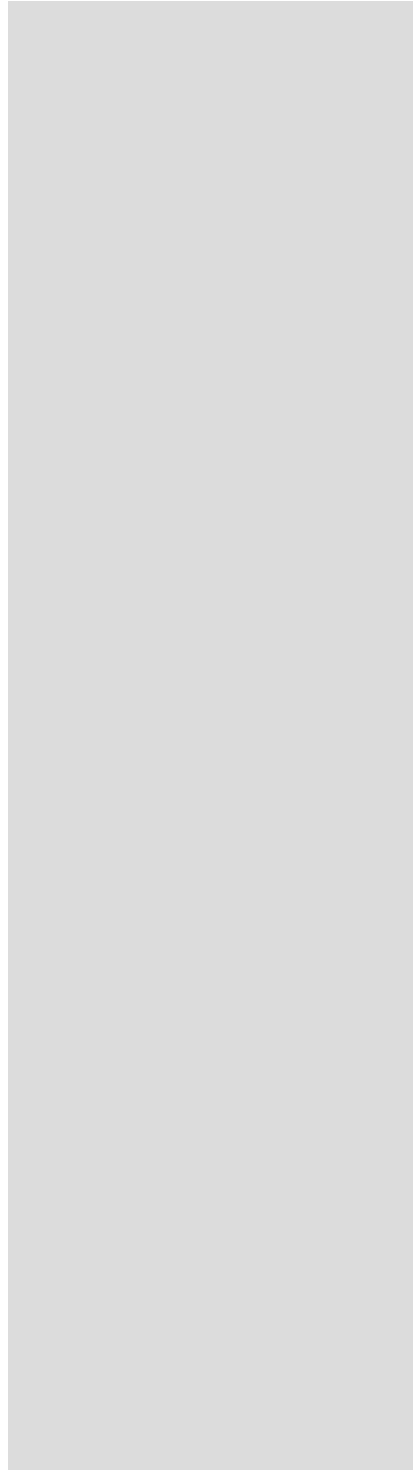
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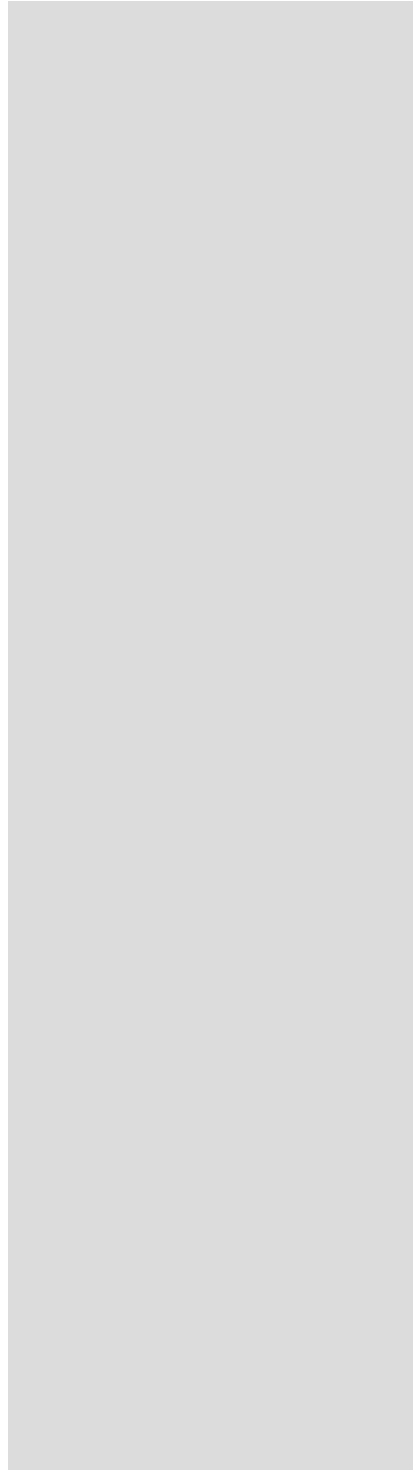
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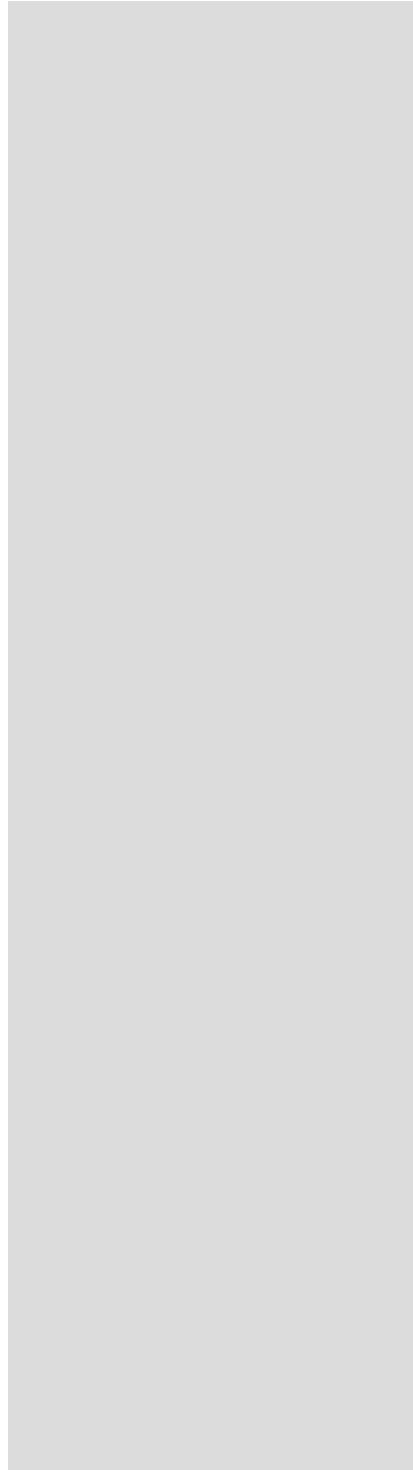
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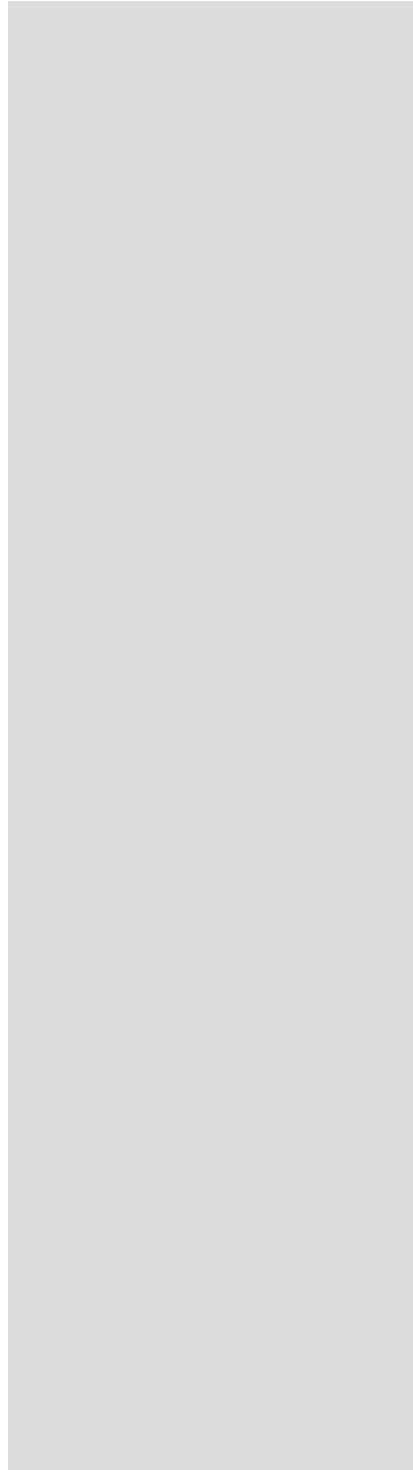
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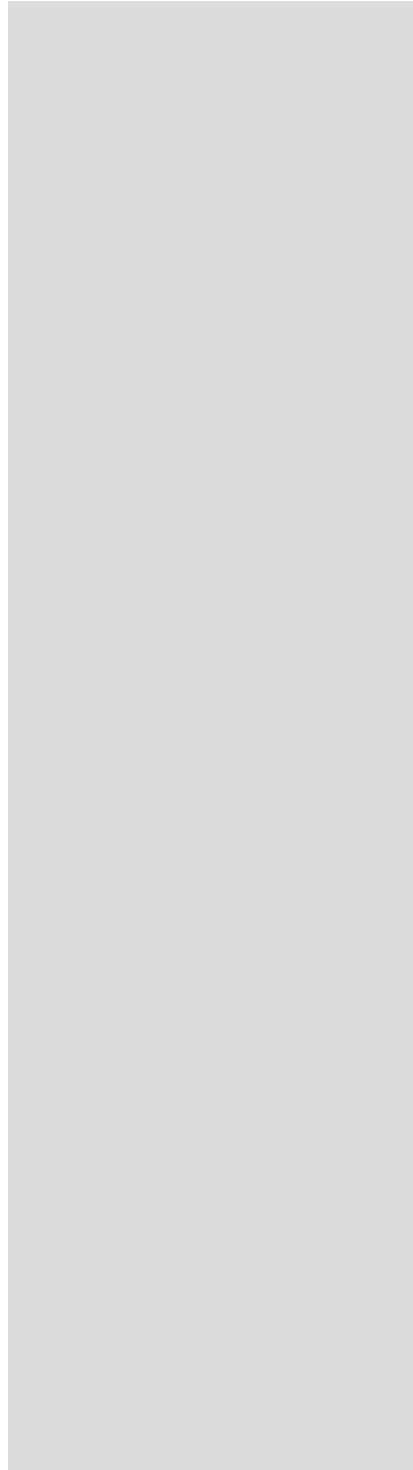
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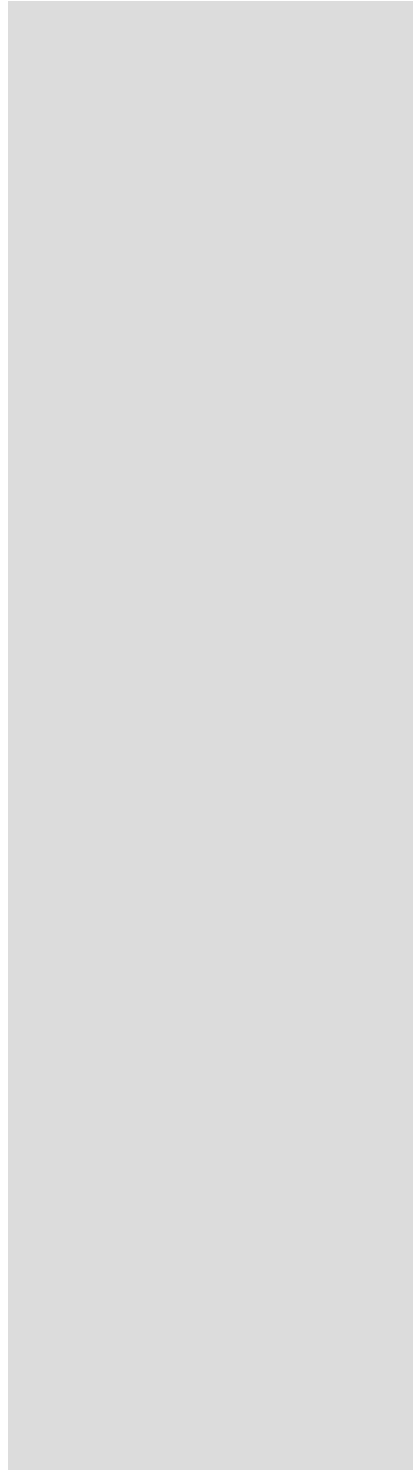
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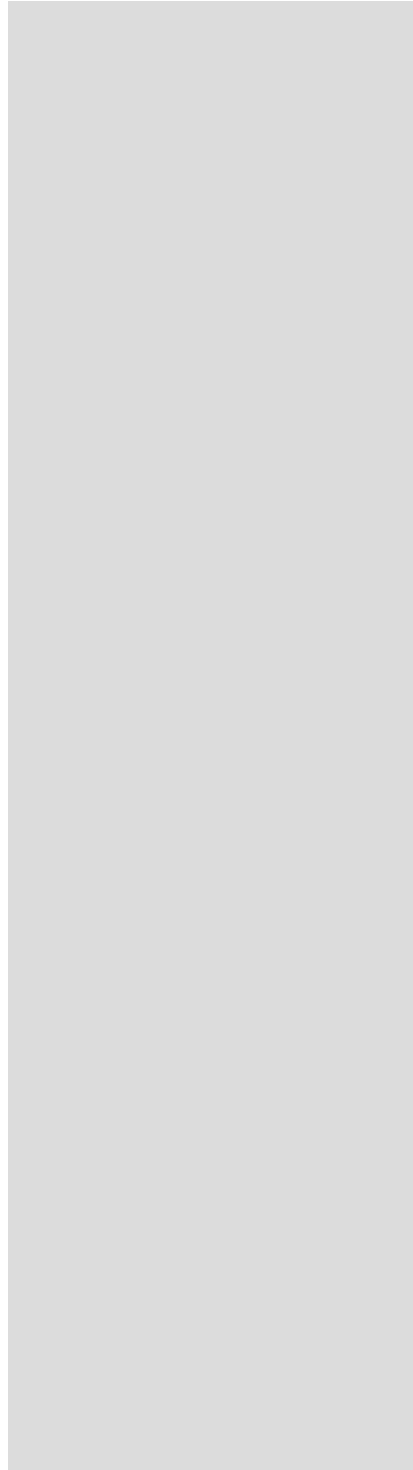
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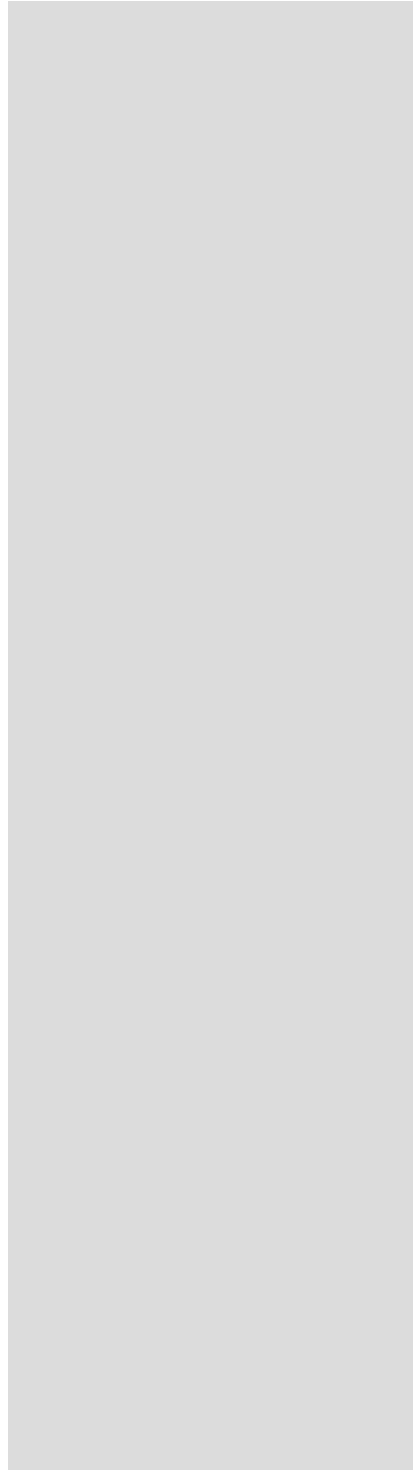
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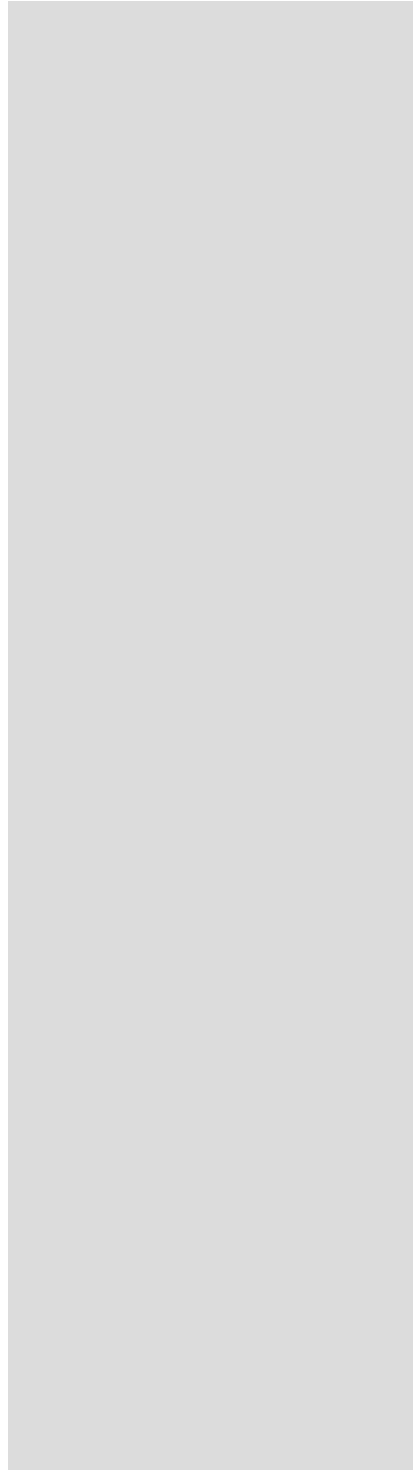
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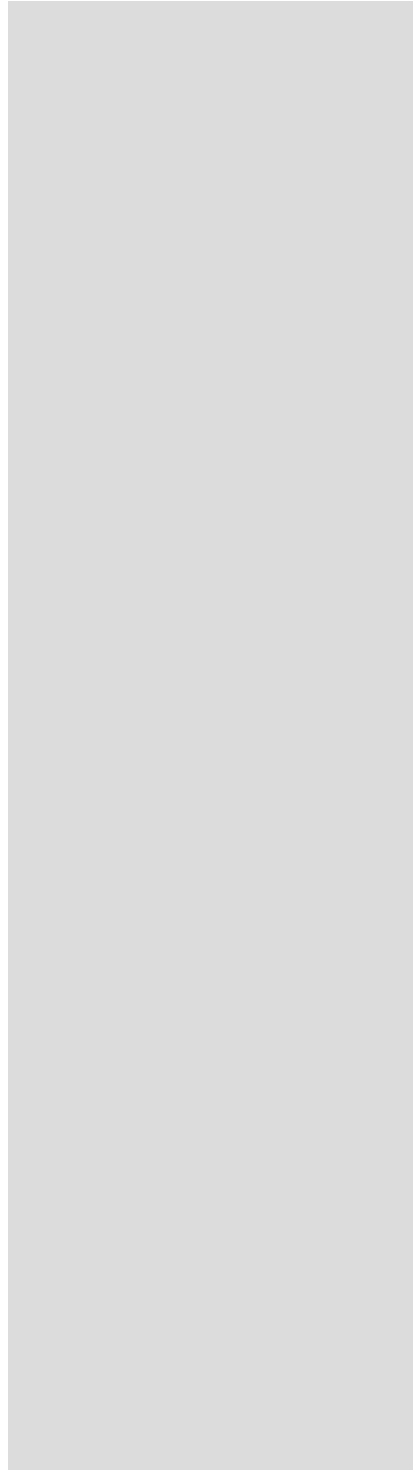
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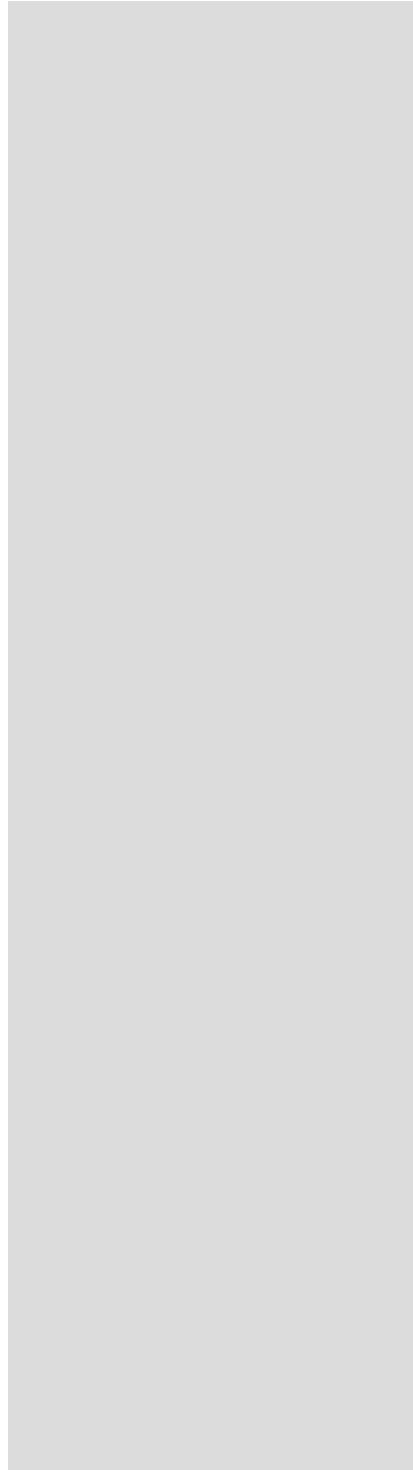
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Day 103

Tuesday, February 10, 2015  
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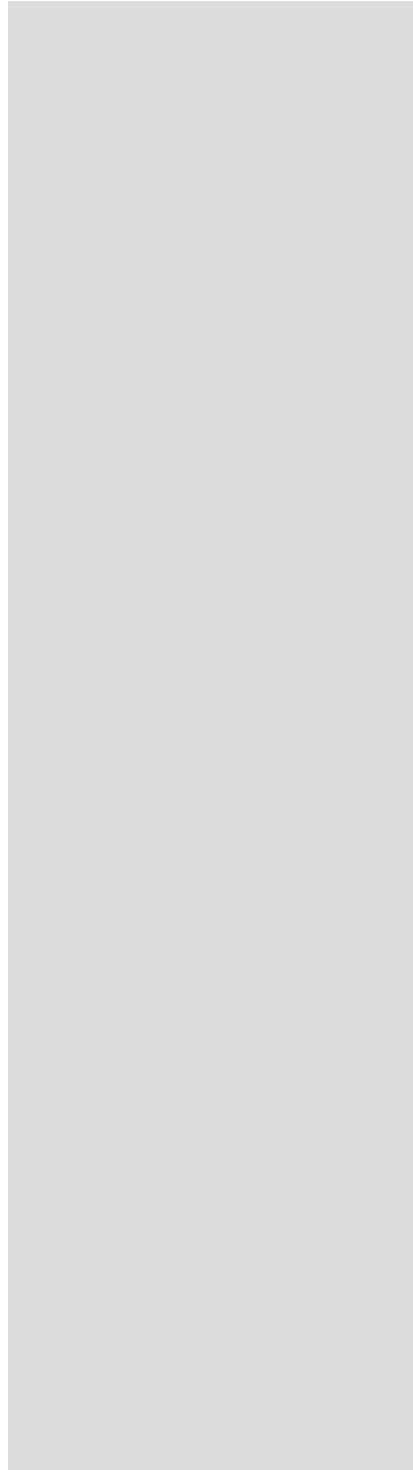
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Day 103

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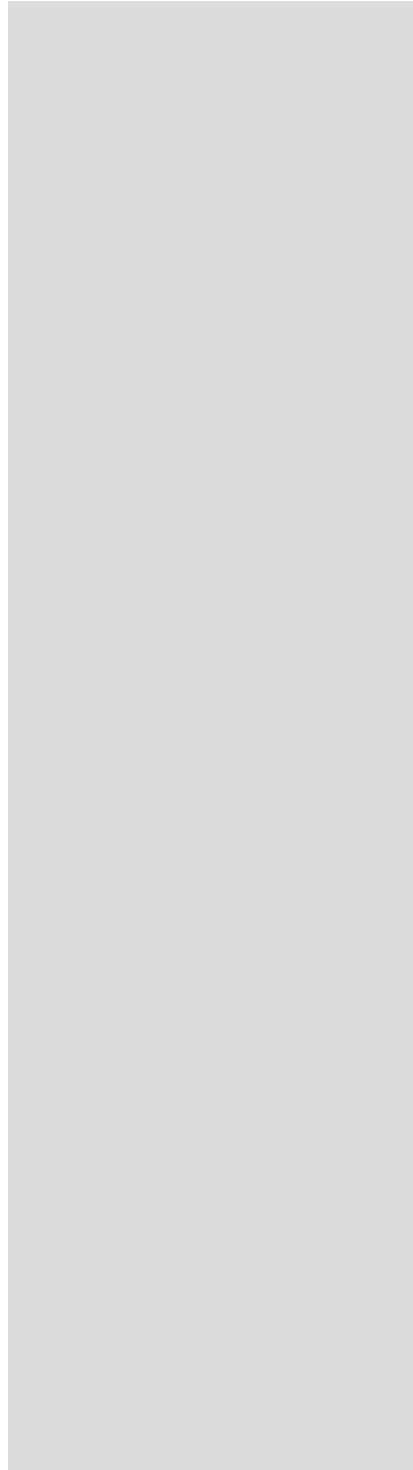
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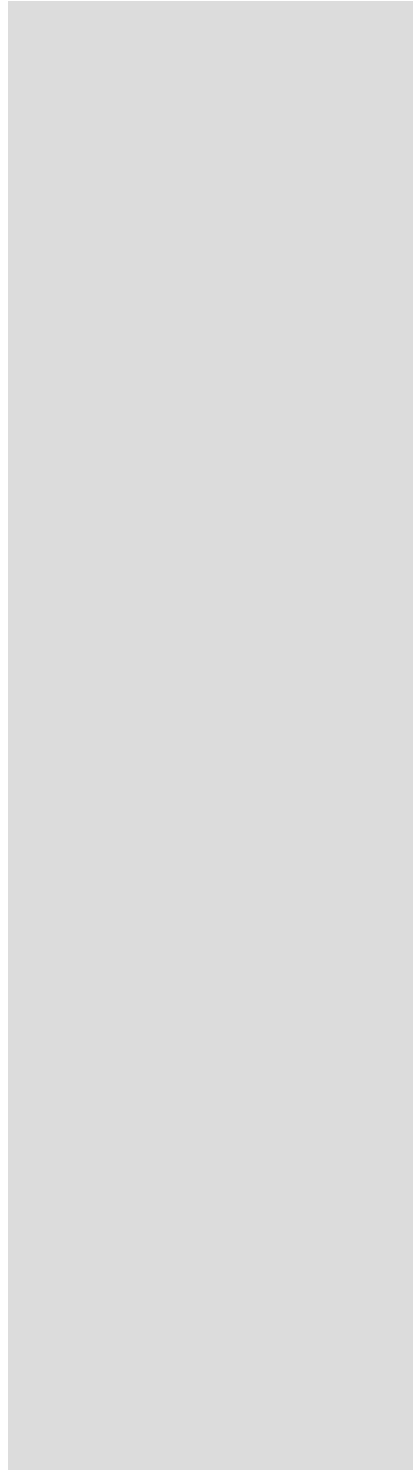
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Wednesday, February 11, 2015  
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Thursday, February 12, 2015  
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Friday, February 13, 2015  
Day 107



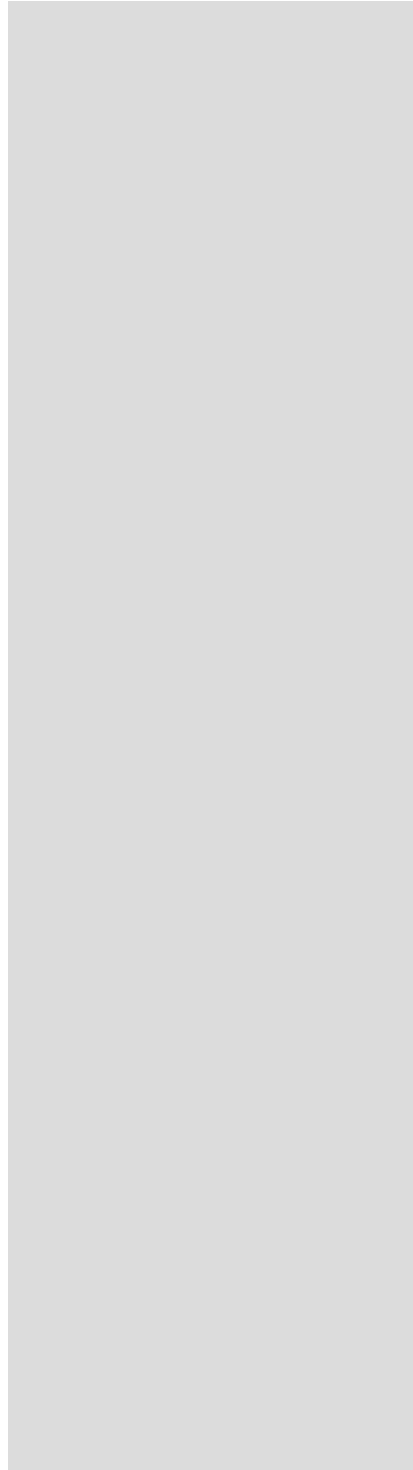
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Wednesday, February 11, 2015  
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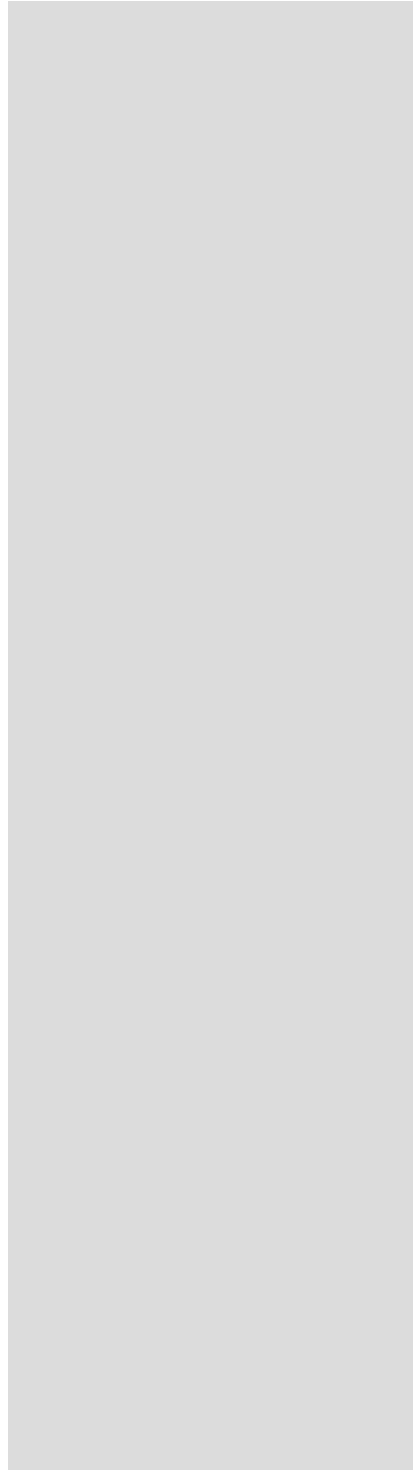
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Friday, February 13, 2015  
Day 107



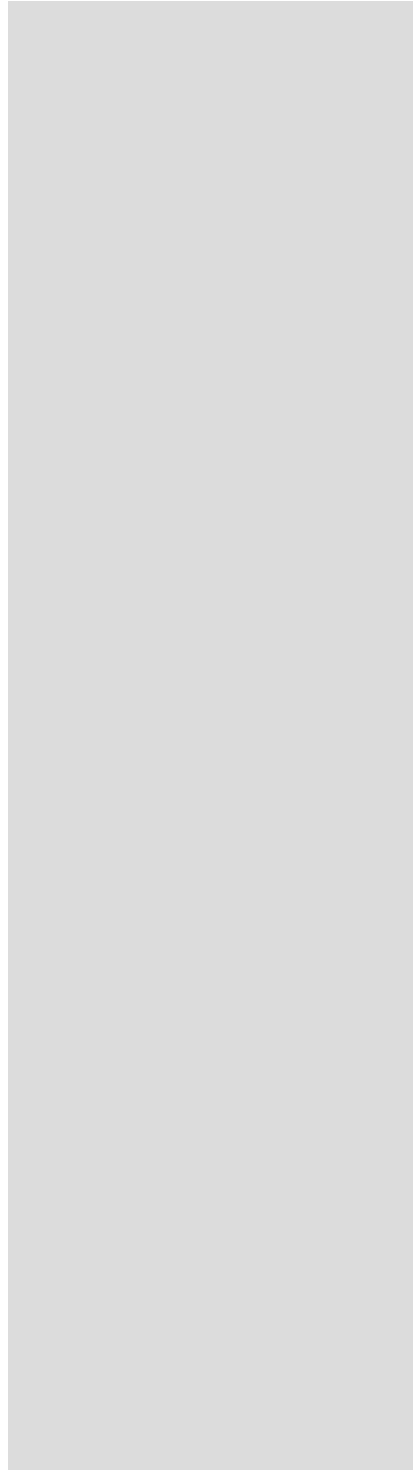
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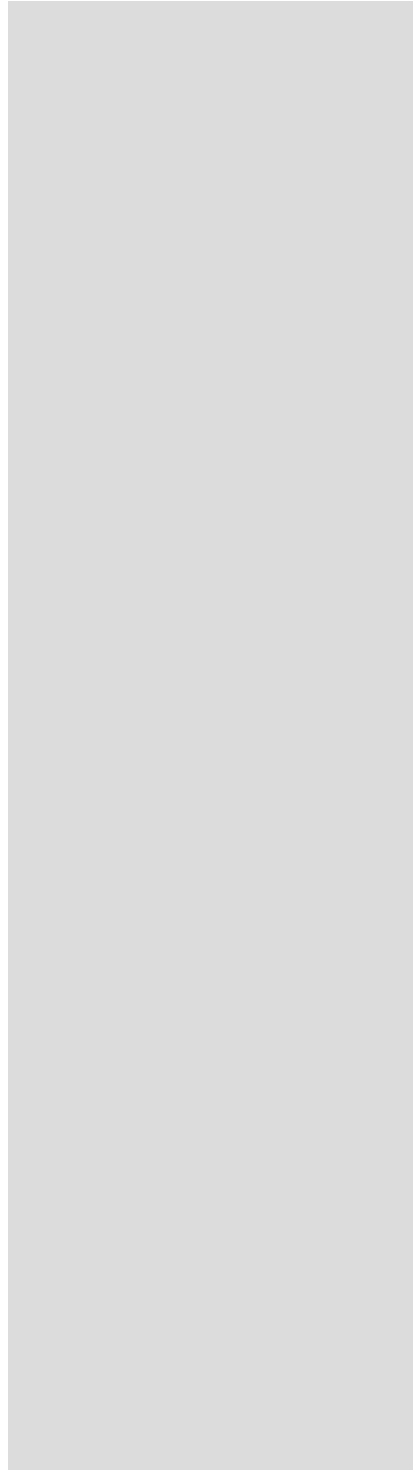
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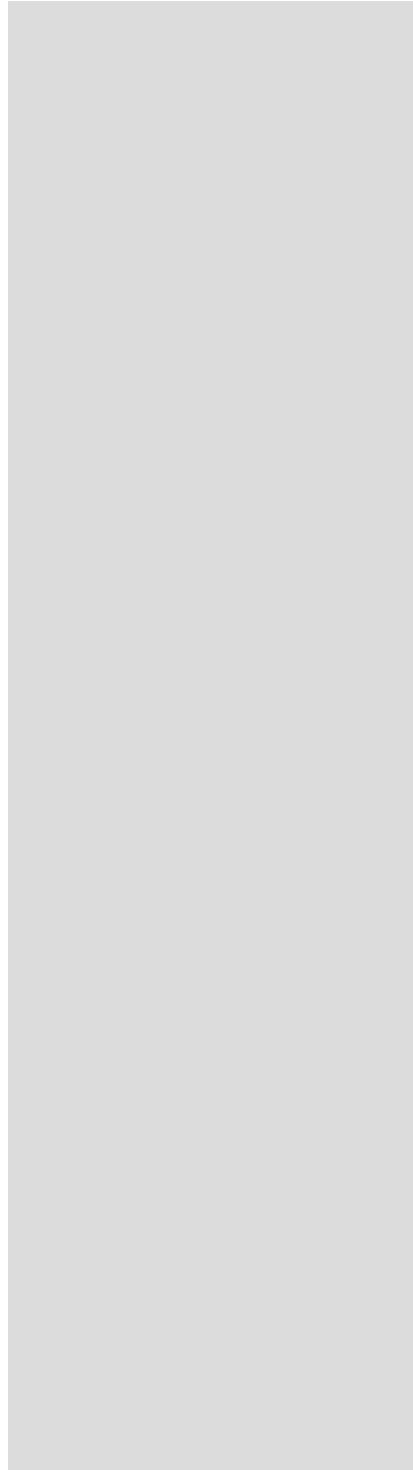
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Day 107



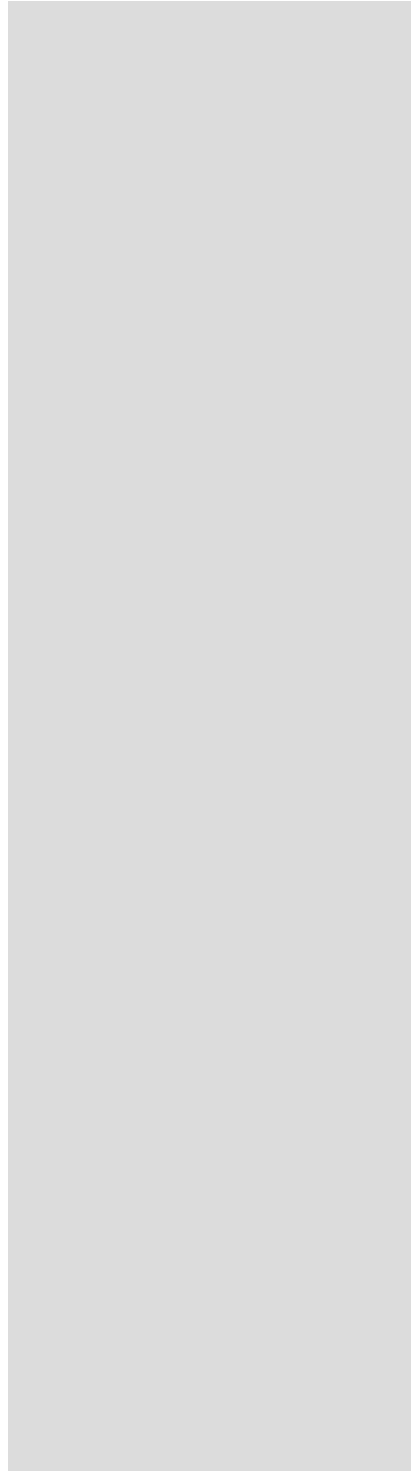
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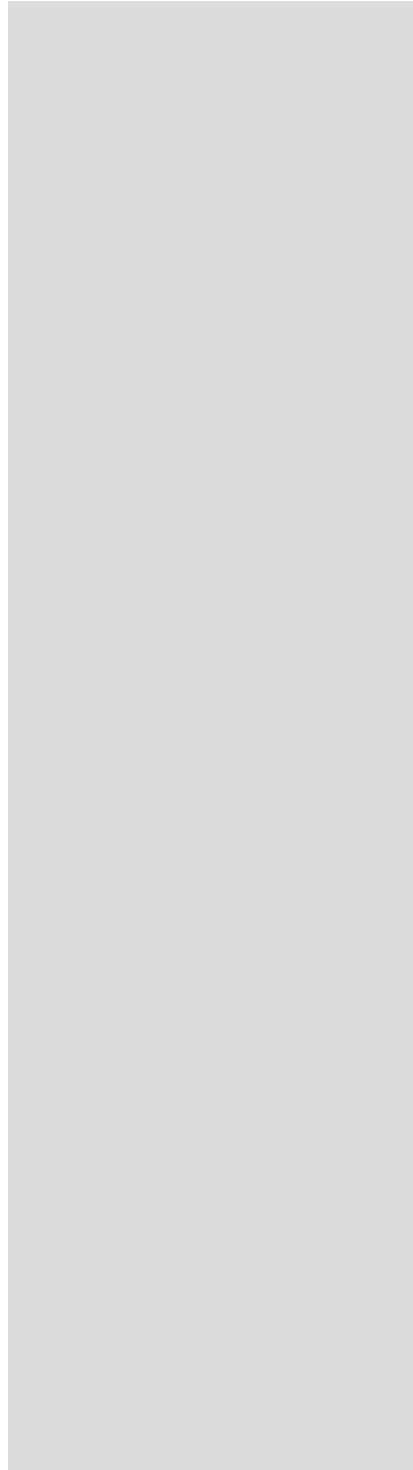
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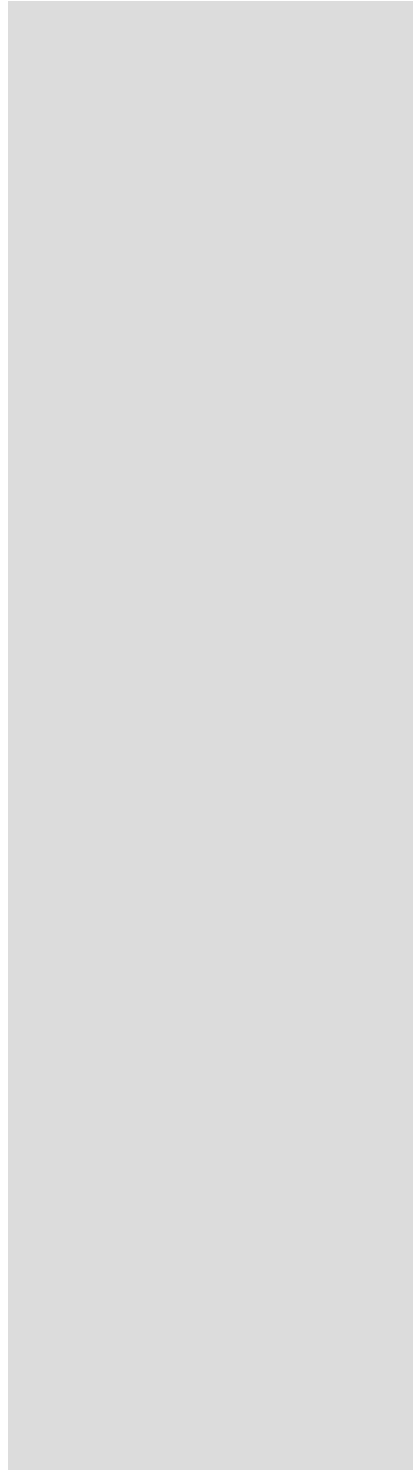
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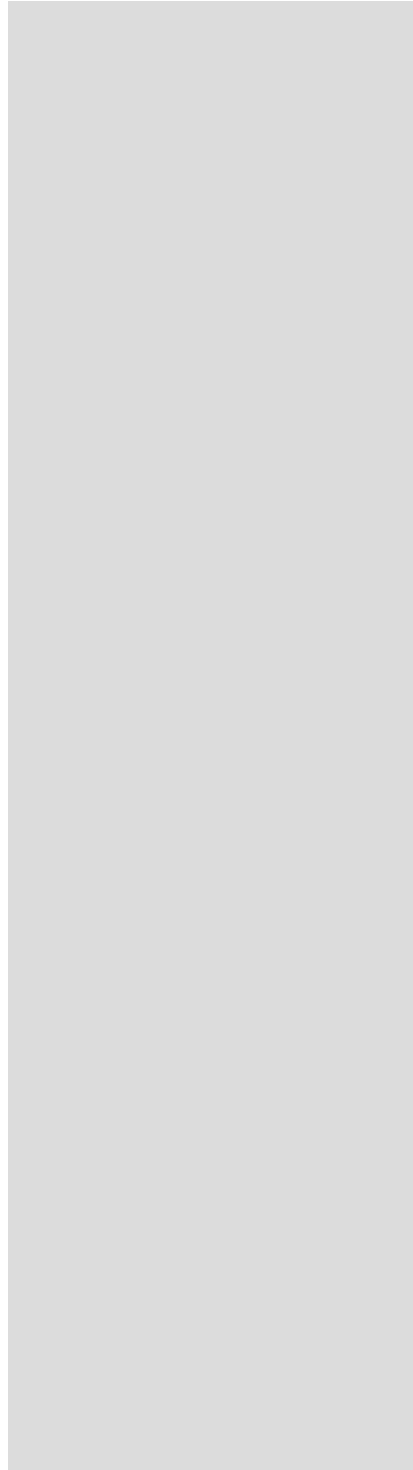
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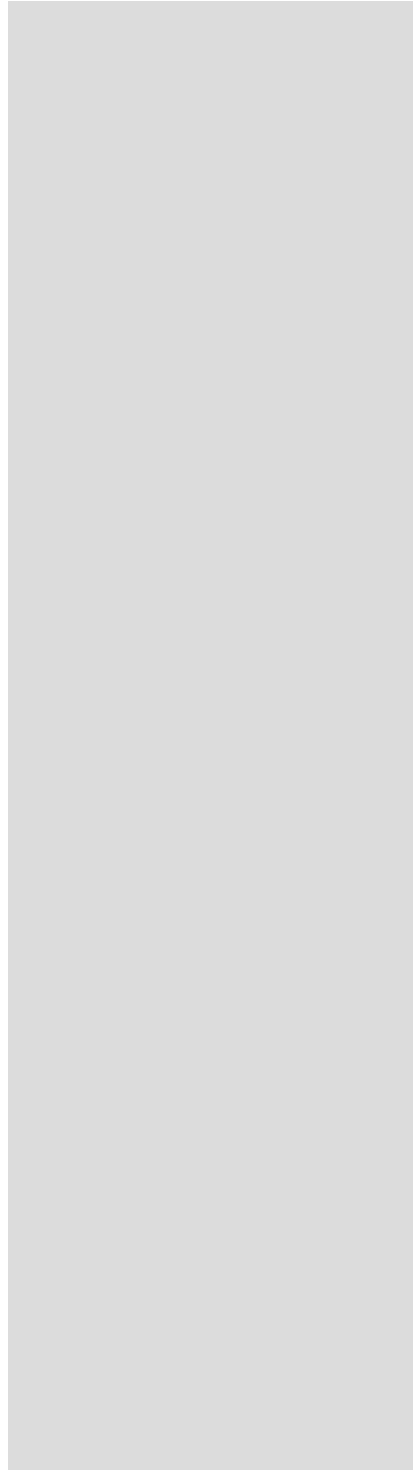
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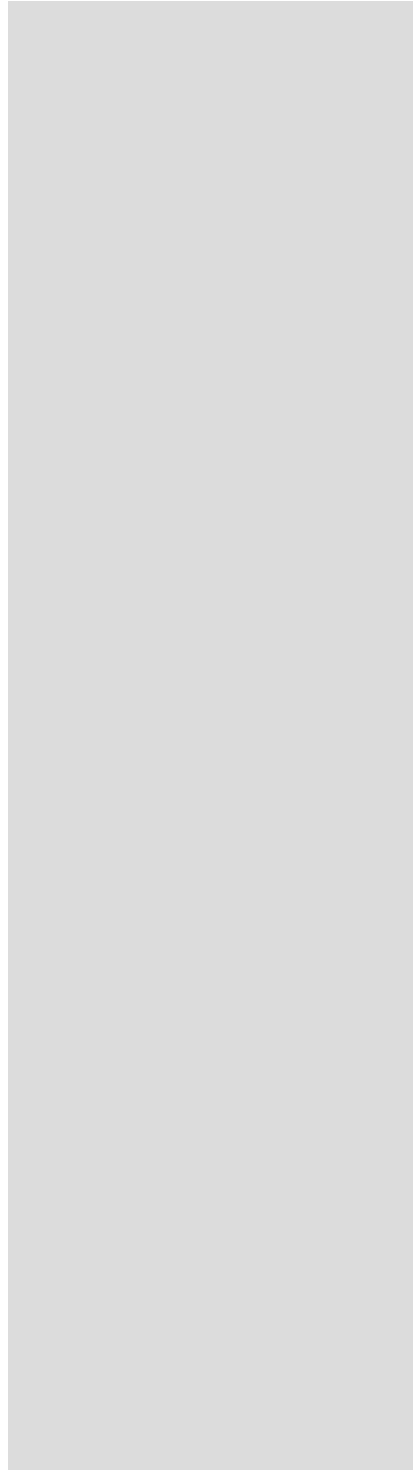
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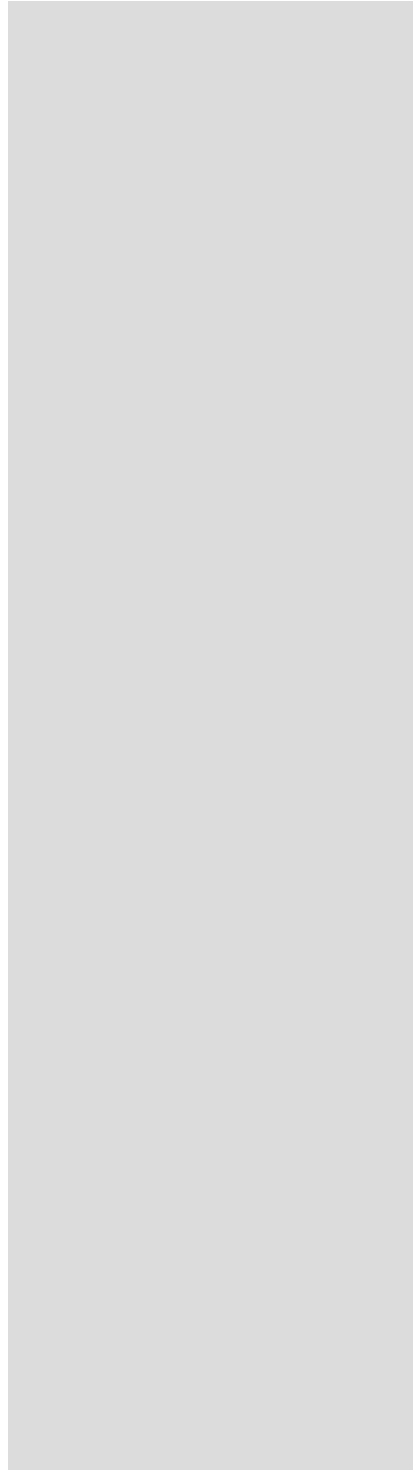
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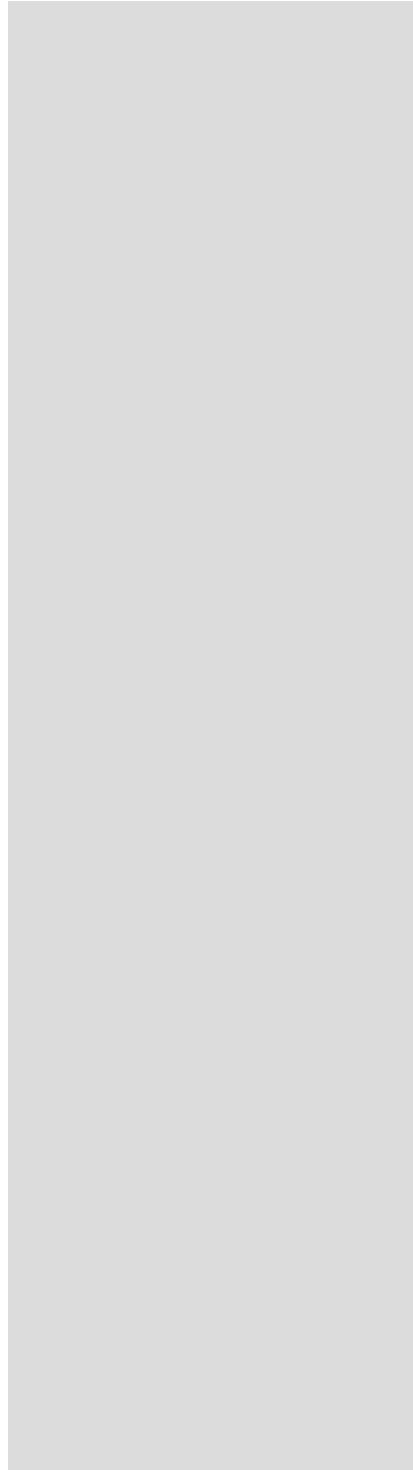
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Friday, February 13, 2015  
Day 107



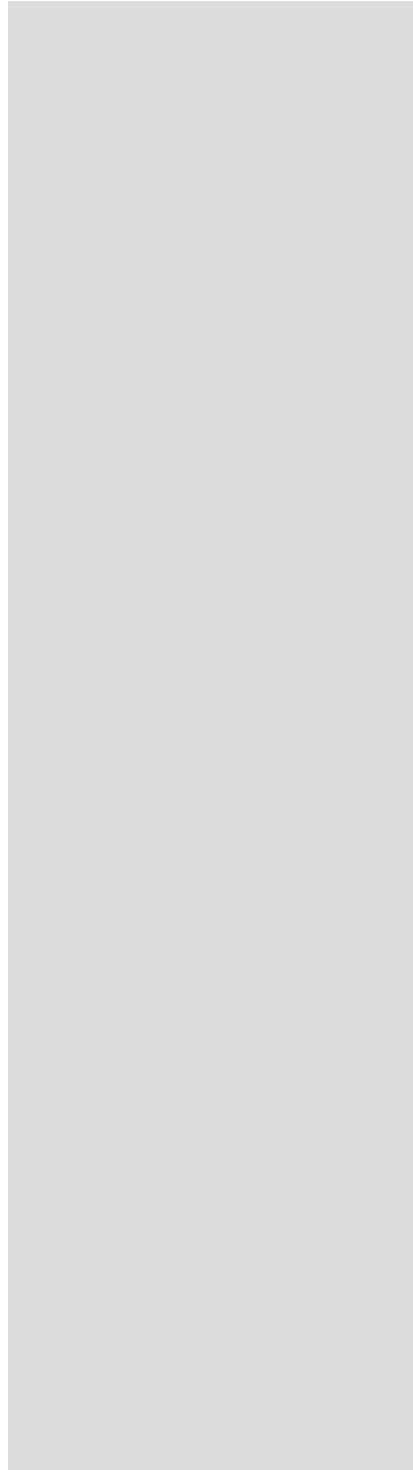
Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

Thursday, February 12, 2015  
Day 106

Friday, February 13, 2015  
Day 107



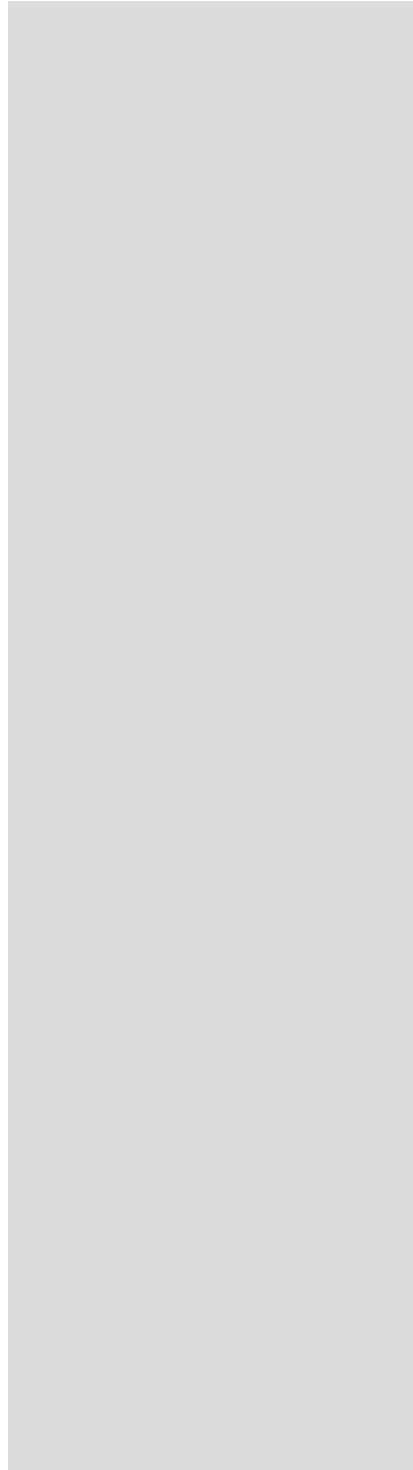
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Friday, February 13, 2015  
Day 107



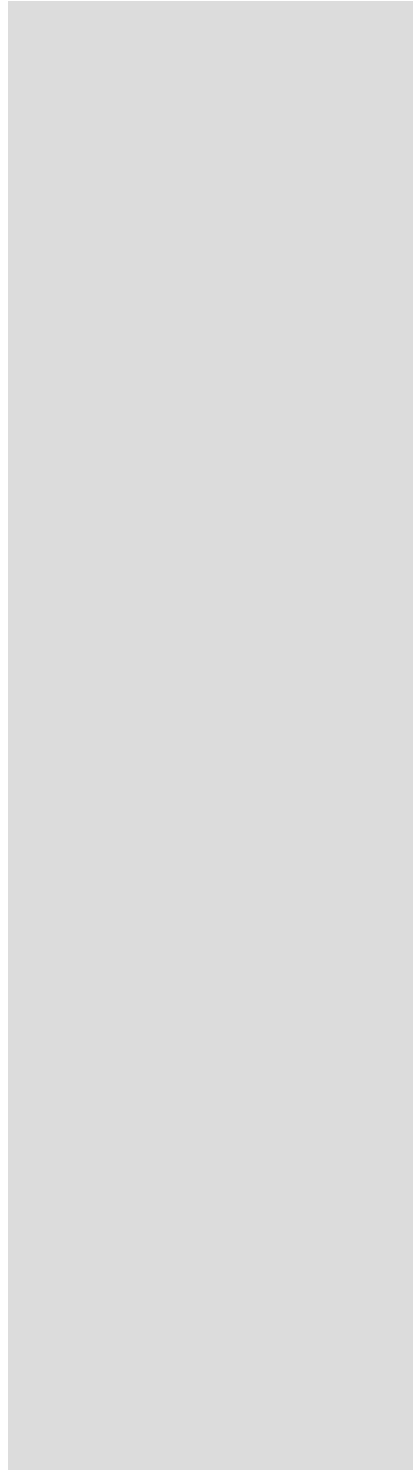
Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

Thursday, February 12, 2015  
Day 106

Friday, February 13, 2015  
Day 107



Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

Thursday, February 12, 2015  
Day 106

Friday, February 13, 2015  
Day 107

HW:

Assessment:

Materials Needed:

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

ILA Standards:  
I can determine text support.  
I can make predictions about a text.  
I can interpret the consequences of choices the characters make.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Book Fair (McKemie second half of 4th, 6th, 8th) (20 min) (Reading)  
2. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
3. Daily Lang Review Week 6 Day 1 (10 min) (Remembering, Understanding, Analyzing, Applying)  
4. SpringBoard 3.7 Choices and Consequences Day One (Understanding, Applying, Analyzing, Evaluating)

- PP.  
182-183 Students will cite page numbers and text evidence. They will quote from the text or paraphrase. Teacher models and points out that the "Choices" column requires a page citation. Students will write in the Tangerine booklet.  
Possible choices to reference : Call the fire dept. page 13, Paul's mom tells Mrs. Gates that Paul is legally blind p. 24, Erik worked hard to transform himself from a soccer player to a football player p29, Paul joins some other boys in playing soccer p.32

5. Continue creating map of Lake Windsor Downs (Remembering, Understanding, Applying)

HW:  
Study for Vocab. Quiz 7.14 Friday  
Read and work on nonfiction Bloom's Book Report

ILA Standards:  
I can read and actively question the text.  
I can visualize the details of the text.  
I can revise and edit.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
2. Daily Lang Review (10 min) (Applying, Understanding, Analyzing)  
3. Tangerine reading pp. 33-50. Teacher pauses and directs discussion as it applies to vocabulary and plot elements. (40 min) (Reading, Understanding, Analyzing, Predicting)  
4. STAAR revising and editing passages. (20 min) (Remembering, Understanding, Analyzing, Revising)  
5. Lake Windsor Downs maps (10 min) (Remembering, Understanding, Applying)

HW:  
Vocab. 7.14 Quiz Friday  
Bloom's Book Report Feb. 20.

Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)

Materials Needed:  
Tangerine novel and booklet  
Vocab. 7.14 Study Sheet and Powerpoint  
STAAR revising and editing  
Lake Windsor Downs maps

ILA Standards:  
I can compare and contrast relationships between characters.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
2. Daily Lang Review Week 6 Day 4 (10 min) (Applying, Understanding, Analyzing)  
3. In composition book, or with dry erase markers, students create a T chart Know and Learned. Complete what they know about lightning. Share (10 min)  
4. Watch lightning video (10 min) <https://www.youtube.com/watch?v=KjvGlsfsUKQ>  
5. Students add to the Learned side of the T charts.  
6. SB 3.11 Lightning Strikes pp. 189-190 (50 min) (Understanding, Applying, Analyzing, Evaluating)  
- Students share stories about people being struck by lightning.  
- As students read Tuesday, Sept. 5 - Saturday, Sept. 9 pp.50-77, students compose questions on 3 levels; 3 literal, 2 interpretive, 1 universal  
- Students attend to the dynamics of the relationships between the Costello brothers and the Fisher brothers. Complete the Sibling Relationships graphic organizer. Organize the task as a jigsaw so students work on one of the four squares. Then, organize the groups together so they can share the information they have generated. Students will write a sentence for each of the relationships of the brothers, then orally combine with contrasting phrases; but, however, in contrast, on the other hand, unlike, yet.

HW:  
Vocab. 7.14 Quiz Friday  
Bloom's Book Report Feb. 20.

Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)

ILA Standards:  
I can visualize details a text.  
I can evaluate the dangers of sinkholes.  
I can explain how to revise and edit.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Daily Language Review Week 6 Day 5 (10 min) Applying, Understanding, Analyzing  
2. Vocab Quiz 7.14 (20 min) Remembering, Understanding, Applying  
3. Revising and Editing STAAR Passages (35 min) Applying, Understanding, Analyzing  
4. Watch sinkhole video (25 min)

HW:  
Bloom's Book Report Feb. 20.

Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)

Materials Needed:  
Tangerine novel and booklet  
Vocab. Quiz 7.14

ILA Standards:  
I can compare and contrast relationships between characters.

Academic Vocabulary:  
setting, details, choice, consequences, foreshadow, symbol, imagery, point of view, voice, flashback, characterization

Activities:  
1. Vocab. 7.14 (10 min) (Remembering, Understanding, Applying)  
2. Daily Lang Review Week 6 Day 4 (10 min) (Applying, Understanding, Analyzing)  
3. In composition book, or with dry erase markers, students create a T chart Know and Learned. Complete what they know about lightning. Share (10 min)  
4. Watch lightning video (10 min) <https://www.youtube.com/watch?v=KjvGlsfsUKQ>  
5. Students add to the Learned side of the T charts.  
6. SB 3.11 Lightning Strikes pp. 189-190 (50 min) (Understanding, Applying, Analyzing, Evaluating)  
- Students share stories about people being struck by lightning.  
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HW:  
Vocab. 7.14 Quiz Friday  
Bloom's Book Report Feb. 20.

Assessment:  
Daily Lang Review (formative)  
Teacher observation of class discussion of Tangerine (formative)

Monday, February 09, 2015  
Day 103

Tuesday, February 10, 2015  
Day 104

Wednesday, February 11, 2015  
Day 105

Thursday, February 12, 2015  
Day 106

Friday, February 13, 2015  
Day 107

Assessment:

Daily Language Review (formative)  
Lake Windsor Downs Map (formative)  
Teacher observation/class  
discussion with students about the novel

Materials Needed:

Daily Language Review  
Lake Windsor Downs Map

Tangerine  
Tangerine booklet  
Vocab. 7.14 Study Sheet and Powerpoint

Materials Needed:

Tangerine novel and booklet  
Vocab. 7.14 Study Sheet and Powerpoint