

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, January 12, 2015

Monday, January 12, 2015
Day 84

Tuesday, January 13, 2015
Day 85

Wednesday, January 14, 2015
Day 86

Thursday, January 15, 2015
Day 87

Friday, January 16, 2015
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Monday, January 12, 2015
Day 84

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SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

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PreAP Standards:
I can choose an editorial and analyze the persuasive arguments.

I can write a letter to the editor, agreeing or disagreeing with the writer of the editorial.

Academic Vocabulary:logos, pathos, ethos, editorial, connotation, objective presentation, bandwagon, facts and figures, transfer, avant-garde, testimonial, SOAPStone

Activities:
1. Vocab Test 7.7 - 7. 11 For PreAP on Friday. No new Vocab this week.
2. Daily Lang Review Week 4 Monday (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)

Teacher will conference individually with students in preparation for the revisions of the CBAP.

3.SB EA 2.2 Writing a Letter to the Editor (Steps 1 - 5, p. 166) (60 minutes) (Recall, Discuss, Explain, Produce, Sequence, Organize, Evaluate, Compose, Create)

4. Students will read two editorials and choose one to write about.

5. Students will highlight the persuasive techniques/appeals used in the editorial and identify points to respond to.

6. Students will complete the graphic organizer on p. 167 or use the SOAPStone graphic organizer on p. 168 to develop a thorough understanding of the editorial.

7. Students will read "Guidelines for Writing a Letter to the Editor " p.165 of SpringBoard and use the "PreWriting" section on p. 165 to plan the letter to the editor.

8. Students will draft the letter in business-letter format.

9. SSR with nonfiction library book (20

PreAP Standards:
I can choose an editorial and analyze the persuasive arguments.

I can write a letter to the editor, agreeing or disagreeing with the writer of the editorial.

Academic Vocabulary:logos, pathos, ethos, editorial, connotation, objective presentation, bandwagon, facts and figures, transfer, avant-garde, testimonial, SOAPStone

Activities:
1. Vocab Test 7.7 - 7. 11 For PreAP on Friday. No new Vocab this week.

Teacher will conference individually with students in preparation for the revisions of the CBAP.

2. SB EA 2.2 - Writing a Letter to the Editor (Steps 6 - 8 p. 166) (70 min) (Recall, Discuss, Explain, Produce, Sequence, Organize, Evaluate, Compose, Create)

Teacher will put instruction slides on the overhead. (See attachments)

3. Students will share their draft in their writing groups to gather suggestions for revision (format, organization, ideas, and language); revise accordingly. Have students consult the scoring guide rubric and add revisions as necessary.

4. Students will edit their drafts. Have students check for spelling, capitalization, grammar, and usage errors. Also have them edit for correct punctuation, such as dashes, hyphens, colons, semicolons, and commas. Have students use best penmanship.

5. Students will write a reflection on how they have incorporated their knowledge of persuasive appeals and techniques into the letter to the editor. Be sure to have students identify the particular appeals and techniques used, and explain why they think these are effective choices.

PreAP Standards:
I can examine the standards and plan my nonfiction book report.

I can revise and edit my expository CBAP essay.

Academic Vocabulary:
thesis, revise, edit

Activities:
1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)
2. PreAP students will study for the Vocab 7.7 - 7.11 Test Friday (20 min)

Teacher will conference individually with students in preparation for the revisions of the CBAP.

3. Students will plan the nonfiction Bloom's Book Report using the handout. (60 min) (Read, Apply, Examine, Evaluate, Generate)

4. Students will begin the revising and editing process for the expository CBAP if time permits.

(Read, Produce, Sequence, Organize, Evaluate, Compose, Create)
Prompt:

Think carefully about the benefits of giving and the benefits of receiving. Write an essay that explains whether it is better to give to others or to receive from others.

Be sure to —
-cclearly state your thesis
-oorganize and develop your ideas effectively
-cchoose your words carefully
-eedit your writing for grammar, mechanics, and spelling

HW:
PreAP 7.7 -7.11 Test Friday
Read nonfiction book

PreAP Standards:
I can revise and edit my expository CBAP essay.

Academic Vocabulary:
thesis, revise, edit

Activities:
1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)
2. PreAP students will study for the Vocab 7.7 - 7.11 Test Friday (20 min)

Teacher will conference individually with students in preparation for the revisions of the CBAP

3. Students will begin the revising and editing process for the expository CBAP using the handout and the rubric. (60 min) (Read, Produce, Sequence, Organize, Evaluate, Compose, Create)
Prompt:

Think carefully about the benefits of giving and the benefits of receiving. Write

an essay that explains whether it is better to give to others or to receive from others.

Be sure to —
-cclearly state your thesis
-oorganize and develop your ideas effectively
-cchoose your words carefully
-eedit your writing for grammar, mechanics, and spelling

HW:
PreAP 7.7 -7.11 Test Friday
Read nonfiction book

Assessment:

Daily Language Review (formative)

PreAP Standards:
I can revise and edit my expository CBAP essay.

Academic Vocabulary:
thesis, revise, edit

Activities:
1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)
2. PreAP students will take the Vocab 7.7 - 7.11 Test (20 min)

3. Students will continue the revising and editing process for the expository CBAP using the handout and the rubric. (60 min) (Read, Produce, Sequence, Organize, Evaluate, Compose, Create)
Prompt:

Think carefully about the benefits of giving and the benefits of receiving. Write an essay that explains whether it is better to give to others or to receive from others.

Be sure to —
-cclearly state your thesis
-oorganize and develop your ideas effectively
-cchoose your words carefully
-eedit your writing for grammar, mechanics, and spelling
HW:
Read nonfiction book

Assessment:

Daily Language Review (formative)
Vocab 7.7-7.11 Test (summative- major grade)
Revised CBAP (summative - major grade)

Monday, January 12, 2015

Day 84

min) (Read)

HW:
PreAP Vocab Test 7.7 - 7.11 Friday

Assessment:
Teacher observation of student work in
prewriting a letter to the editor. (formative)

Materials Needed:

SpringBoard
Daily Language Review Week 4 Handout
Business Letter Example

EA 2.2 Instruction Slides ppt.

Tuesday, January 13, 2015

Day 85

4. When finished, students will complete
Daily Language Review to be checked
later. (10 min) (Identify, Explain, Apply,
Examine, Evaluate, Generate)
5. SSR with nonfiction library book (10
min) (Read)

HW:
PreAP Vocab Test 7.7 - 7.11 Friday

Assessment:
EA 2.2 (major grade) (Summative)

Materials Needed:

SpringBoard
Daily Language Review Week 4 Handout
Business Letter Example
EA 2.2 Instruction Slides ppt.

Wednesday, January 14, 2015

Day 86

Assessment:

Daily Language Review (formative)

Materials Needed:

Daily Language Review Handout
nonfiction library book
Bloom's Book Report Handout
Graded 1st draft of the CBAP

Thursday, January 15, 2015

Day 87

Materials Needed:

Daily Language Review Handout
nonfiction library book
Graded 1st draft of CBAP

Friday, January 16, 2015

Day 88

Materials Needed:

Daily Language Review Handout
nonfiction library book
Graded 1st draft of
CBAP
Vocab 7.7 - 7.11 Test

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SpringBoard ILA 7

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English Language Arts and Reading,
Grade 7

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<p>SpringBoard ILA 7</p>	<p>SpringBoard ILA 7</p>	<p>SpringBoard ILA 7</p>	<p>SpringBoard ILA 7</p>	<p>English Language Arts and Reading, Grade 7</p>
<p>ILA Standards:</p> <p>I can choose an editorial and analyze the persuasive arguments.</p> <p>I can write a letter to the editor, agreeing or disagreeing with the writer of the editorial.</p> <p>Academic Vocabulary:logos, pathos, ethos, editorial, connotation, objective presentation, bandwagon, facts and figures, transfer, avant-garde, testimonial SOAPStone</p> <p>Activities: 1. Vocab Test 7.7 - 7. 11 For PreAP on Friday. No new Vocab this week. 2. Daily Lang Review Week 4 Monday (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)</p> <p>Teacher will conference individually with students in preparation for the revisions of the CBAP.</p> <p>3.SB EA 2.2 Writing a Letter to the Editor (Steps 1 - 5, p. 166) (60 minutes) Recall, Discuss, Explain, Produce, Sequence, Organize, Evaluate, Compose, Create)</p> <p>4. Students will read two editorials and choose one to write about.</p> <p>5. Students will highlight the persuasive techniques/appeals used in the editorial and identify points to respond to.</p> <p>6. Students will complete the graphic organizer on p. 167 or use the SOAPStone graphic organizer on p. 168 to develop a thorough understanding of the editorial.</p> <p>7. Students will read "Guidelines for Writing a Letter to the Editor " p.165 of SpringBoard and use the "PreWriting" section on p. 165 to plan the letter to the editor.</p> <p>8. Students will draft the letter in business-letter format.</p>	<p>ILA Standards:</p> <p>I can choose an editorial and analze the persusive arguments.</p> <p>I can write a letter to the editor, agreeing or disagreeing with the writer of the editorial.</p> <p>Academic Vocabulary:logos, pathos, ethos, editorial, connotation, objective presentation, bandwagon, facts and figures, transfer, avant-garde, testimonial, SOAPStone</p> <p>Activities: 1. Vocab Test 7.7 - 7. 11 For PreAP on Friday. No new Vocab this week.</p> <p>Teacher will conference individually with students in preparation for the revisions of the CBAP.</p> <p>2. SB EA 2.2 - Writing a Letter to the Editor (Steps 6 - 8 p. 166) (70 min) (Recall, Discuss, Explain, Produce, Sequence, Organize, Evaluate, Compose, Create)</p> <p>Teacher will put instruction slides on the overhead. (See attachments)</p> <p>3. Students will share their draft in their writing groups to gather suggestions for revision (format, organization, ideas, and language); revise accordingly. Have students consult the scoring guide rubric and add revisions as necessary.</p> <p>4. Students will edit their drafts. Have students check for spelling, capitalization, grammar, and usage errors. Also have them edit for correct punctuation, such as dashes, hyphens, colons, semicolons, and commas. Have students use best penmanship.</p> <p>5. Students will write a reflection on how they have incorporated their knowledge of</p>	<p>ILA Standards:</p> <p>I can examine the standards and plan my nonfiction book report.</p> <p>I can revise and edit my expository CBAP essay.</p> <p>Academic Vocabulary: thesis, revise, edit</p> <p>Activities: 1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)</p> <p>Teacher will conference individually with students in preparation for the revisions of the CBAP.</p> <p>2. Students will plan the nonfiction Bloom's Book Report using the handout. (60 min) (Read, Apply, Examine, Evaluate, Generate)</p> <p>3. Students will begin the revising and editing process for the expository CBAP if time permits. (Read, Produce, Sequence, Organize, Evaluate, Compose, Create)</p> <p>Prompt: Think carefully about the benefits of giving and the benefits of receiving. Write an essay that explains whether it is better to give to others or to receive from others. Be sure to — -cclearly state your thesis -oorganize and develop your ideas effectively -cchoose your words carefully -edit your writing for grammar, mechanics, and spelling HW: Read nonfiction book</p>	<p>ILA Standards:</p> <p>I can revise and edit my expository CBAP essay.</p> <p>Academic Vocabulary: thesis, revise, edit</p> <p>Activities: 1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate) 2. SSR nonfiction book (20 min) (Read)(</p> <p>Teacher will conference individually with students in preparation for the revisions of the CBAP</p> <p>2. Students will begin the revising and editing process for the expository CBAP using the handout and the rubric. (60 min) (Read, Produce, Sequence, Organize, Evaluate, Compose, Create)</p> <p>Prompt: Think carefully about the benefits of giving and the benefits of receiving. Write an essay that explains whether it is better to give to others or to receive from others. Be sure to — -cclearly state your thesis -oorganize and develop your ideas effectively -cchoose your words carefully -edit your writing for grammar, mechanics, and spelling HW: Read nonfiction book</p> <p>Assessment: Daily Language Review (formative) Revised CBAP (summative - major grade)</p> <p>Materials Needed: Daily Language Review Handout nonfiction library bookGraded 1st draft of</p>	<p>ILA Standards:</p> <p>I can revise and edit my expository CBAP essay.</p> <p>Academic Vocabulary: thesis, revise, edit</p> <p>Activities: 1. Daily Language Review Week 4 (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate) 2. SSR nonfiction book (20 min) (Read)(</p> <p>3. Students will continue the revising and editing process for the expository CBAP using the handout and the rubric. (60 min) (Read, Produce, Sequence, Organize, Evaluate, Compose, Create)</p> <p>Prompt: Think carefully about the benefits of giving and the benefits of receiving. Write an essay that explains whether it is better to give to others or to receive from others. Be sure to — -cclearly state your thesis -oorganize and develop your ideas effectively -cchoose your words carefully -edit your writing for grammar, mechanics, and spelling HW: Read nonfiction book</p> <p>Assessment: Daily Language Review (formative) Revised CBAP (summative - major grade)</p> <p>Materials Needed: Daily Language Review Handout nonfiction library bookGraded 1st draft of CBAP</p>

Monday, January 12, 2015
Day 84

9. SSR with nonfiction library book (20 min) (Read)

HW:
Read nonfiction book

Assessment:
Teacher observation of student work in prewriting a letter to the editor. (formative)

Materials Needed:

SpringBoard
Daily Language Review Week 4 Handout
Business Letter Example
EA 2.2 Instruction Slides ppt.

Tuesday, January 13, 2015
Day 85

persuasive appeals and techniques into the letter to the editor. Be sure to have students identify the particular appeals and techniques used, and explain why they think these are effective choices.

4. When finished, students will complete Daily Language Review to be checked later. (10 min) (Identify, Explain, Apply, Examine, Evaluate, Generate)
5. SSR with nonfiction library book (10 min) (Read)

HW:
Read nonfiction book

Assessment:
EA 2.2 (major grade) (Summative)

Materials Needed:

SpringBoard
Daily Language Review Week 4 Handout
Business Letter Example

EA 2.2 Instruction Slides ppt.

Wednesday, January 14, 2015
Day 86

Assessment:

Daily Language Review (formative)

Materials Needed:
Daily Language Review Handout
nonfiction library book
Bloom's Book Report Handout
CBAP

CBAP

Thursday, January 15, 2015
Day 87

Friday, January 16, 2015
Day 88
