

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, January 05, 2015

Monday, January 05, 2015  
Day 79

Tuesday, January 06, 2015  
Day 80

Wednesday, January 07, 2015  
Day 81

Thursday, January 08, 2015  
Day 82

Friday, January 09, 2015  
Day 83

SpringBoard ILA 7

PreAP Standards:  
I can identify and analyze two sides of an issue.  
I can recognize the difference between a news article and a editorial.

Academic Vocabulary:  
debate, pro, con, news article, editorial, cause and effect, analogy, authority, author's purpose

Activities:  
1. Vocab 7.11 (5-10 min)(Remembering, Understanding,Applying)

2. Daily Language Review Week 3 Day 1 (20 min) PreAP will add the four levels of grammar to the sentences to practice for Friday's Test.(Understanding, Applying,Analyzing, Evaluating)

2. STAAR analysis and discussion (20 min) (Understanding, Reading, Applying,Analyzing, Evaluating)

Option 1: Label walls in the room A,F;B,G;C,H; D,J  
Do not distribute the tests prior to reviewing.

Reread the passage and the possible answer responses on the document camera. On the count of 3, students go stand by the wall that indicates their answer choice. If there is a unanimous right choice, a volunteer with share his reasoning with the class. If there are varied responses, students volunteer the reasoning of their choices. Kids who want to change their answer choices may move to a different wall after hearing the argument of their peers.  
Option 2: Divide kids into 2 teams. Display essays and questions. When answering the questions one player from each team has a dry erase board. They'll write their response on the board in private then on the count of 3 display their letter answer. If they're both correct, each team gets a point. If their answers are different, they need to explain their thinking and/or have teams vote. A point is awarded to the team with the right answer.

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Activities:  
1. Vocab 7.11 (5-10 min)(Remembering, Understanding,Applying)

2. Daily Language Review Week 3 Day 2 (20 min) PreAP will add the four levels of grammar to the sentences to practice for Friday's Test.(Understanding, Applying,Analyzing, Evaluating)

2. STAAR analysis and discussion (20 min) (Understanding,Reading, Applying,Analyzing, Evaluating)

Option 1: Label walls in the room A,F;B,G;C,H; D,J  
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Activities:  
1. Vocab 7.11 (5-10 min)(Remembering, Understanding,Applying)

2. Daily Language Review Week 3 Day 3 (20 min) PreAP will add the four levels of grammar to the sentences to practice for Friday's Test.(Understanding, Applying,Analyzing, Evaluating)

2. STAAR analysis and discussion (20 min) (Understanding,Reading, Applying,Analyzing, Evaluating)

Option 1: Label walls in the room A,F;B,G;C,H; D,J  
Do not distribute the tests prior to reviewing.

Reread the passage and the possible answer responses on the document camera. On the count of 3, students go stand by the wall that indicates their answer choice. If there is a unanimous right choice, a volunteer with share his reasoning with the class. If there are varied responses, students volunteer the reasoning of their choices. Kids who want to change their answer choices may move to a different wall after hearing the argument of their peers.  
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PreAP Standards:  
I can examine appeals and persuasive techniques in arguments.

I can analyze and critique a response to an editorial.  
I can examine and evaluate effective arguments.

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

Activities:  
1. Vocab 7.11 (5-10 min) (Remembering, Understanding,Applying)

2. Daily Language Review Week 3 Day 4 and 5 (20 min) PreAP will add the four levels of grammar to the sentences to practice for Friday's Test. (Understanding, Applying,Analyzing, Evaluating)

3. SpringBoard 2.18 Developing an Argument (50 min) to be continued on Friday (Understanding, Reading, Writing,Applying,Analyzing, Evaluating, Creating)

Begin with Intro to ethos, logos - pathos video

<http://www.shmoop.com/video/ethos-pathos-logos> (4:24 min) and a review of page 159 SpringBoard.

4. Discuss which of the types of persuasive appeals is used most commonly in advertising.

5. Separate the class into groups of 3-4 students. Assign one of the texts previously read (listed in the graphic organizer on page 159.) Students will skim the text and decide which type of appeal is being used. Students will then record their answers in the graphic organizer on p. 159 of SpringBoard. Groups discuss whether or

PreAP Standards:  
I can analyze and evaluate an editorial argument.  
I can analyze the business letter format.

Activities:  
1. Vocab 7.11 Quiz (15 min) (Remembering, Understanding,Applying)  
2. Four Levels of Grammar Test (20 min) (Understanding, Applying,Analyzing, Evaluating)  
3. Library to check out non-fiction book (20 min) (Reading)  
4. Read newspaper/magazine editorials and letters to the editor in preparation for Monday's SB 2.20 "Writing a Letter to the Editor" p.165. (25 min) (Reading, Analyzing, Evaluating)  
5. Review business letter / Letter to the Editor format.(10 min) (Understand, Review)

HW:  
Read library book.

Assessment:  
Four Levels of Grammar Test (Summative)  
Vocab. 7. 11 Quiz (Formative)

Materials Needed:  
Vocab. 7.11 Quiz  
Four Levels of Grammar Quiz  
Newspaper/Magazine Editorials and Letters to the Editor  
Business Letter Example

Monday, January 05, 2015

Day 79

3. SB 2.16 News or Views Day 1. This will be continued on Tuesday. (40 min) (Understanding, Reading,Applying, Analyzing, Evaluating,)

Students will play modified debate game "Take a Stand" Post 2 signs (agree & disagree) on opposite sides of the room and have students stand in the middle of the room. Show the PowerPoint with questions for students to have 2 minutes to formulate a position and a rationale either agreeing or disagreeing. Assign students to small discussion groups of 4-6 people, putting students who hold both opinions in each group.

4. Shared reading of the news article "City Schools Cut Parent's Lifeline (The Cellphone)"pp. 147-149.

Students will note pro and con for info that reflects those positions in the MY NOTES section of SpringBoard.

4. After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.

5. Shared reading "Hang it Up" page 150-151. Students will mark the text by highlighting words and phrases that express the writer's opinions about the topic. After reading, students will determine which side of the issue the author supports.

6. After reading the article, students answer p. 152-153 Questions Editorial: "Hang it Up"# 1 - # 4. Students can each answer a different question numberin their table groups. Then have students who answered number 1 go to one area of the room and discuss. Students who answered #2 - # 4 do the same. Then students "jigsaw" by going back to their original groups and sharing their answers.

HW:  
Vocab.7.11 Quiz Friday  
PreAP Four Levels of Grammar Test Friday

Assessment:

Teacher observation of Students' understanding and participation

Tuesday, January 06, 2015

Day 80

they need to explain their thinking and/or have teams vote. A point is awarded to the team with the right answer.

3. SB 2.16 News or Views Day 2. This will be continued on Wednesday (40 min) (Understanding, Reading, Applying, Analyzing, Evaluating,).

After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.  
4. Shared reading "Hang it Up" page 150-151. Students will mark the text by highlighting words and phrases that express the writer's opinions about the topic. After reading, students will determine which side of the issue the author supports.

5. After reading the article, students answer p. 152-153 Questions Editorial: "Hang it Up"# 1 - # 4. Students can each answer a different question number in their table groups. Then have students who answered number 1 go to one area of the room and discuss. Students who answered #2 - # 4 do the same. Then students "jigsaw" by going back to their original groups and sharing their answers.

6. This is where the lesson begin if completed all activities on Monday:  
Page 154 SpringBoard - Assign students to find three editorials on issues that are interesting to them from the assortment provided by the teacher. Then students will complete the graphic organizer on page 154.

HW:  
Vocab.7.11 Quiz Friday  
PreAP Four Levels of Grammar Test Friday

Assessment:

Teacher observation of Students' understanding and participation (formative)

Wednesday, January 07, 2015

Day 81

they need to explain their thinking and/or have teams vote. A point is awarded to the team with the right answer.

3. SB 2.16 News or Views Day 3 (40 min) (Understanding, Reading,Applying, Analyzing, Evaluating,).

After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.  
4. Shared reading "Hang it Up" page 150-151. Students will mark the text by highlighting words and phrases that express the writer's opinions about the topic. After reading, students will determine which side of the issue the author supports.

5. After reading the article, students answer p. 152-153 Questions Editorial: "Hang it Up"# 1 - # 4. Students can each answer a different question number in their table groups. Then have students who answered number 1 go to one area of the room and discuss. Students who answered #2 - # 4 do the same. Then students "jigsaw" by going back to their original groups and sharing their answers.

6. Editorial Scavenger Hunt  
Page 154 SpringBoard - Assign students to find three editorials on issues that are interesting to them from the assortment provided by the teacher. Then students will complete the graphic organizer on page 154.  
7. Students completing the work will fill out the Writing Feedback log in the portfolio to prepare for the EA and revising the CBAP next week.

HW:  
Vocab.7.11 Quiz Friday  
PreAP Four Levels of Grammar Test Friday

Teacher observation of student understanding and participation

Thursday, January 08, 2015

Day 82

not this type of appeal was most effective for the author's purpose and audience.  
6.

Jigsaw by taking one expert from each group and regrouping. Experts will then share their findings while other group members take notes in their graphic organizer.

7. Groups will share with the whole class which appeal they find most convincing and why.

8. Students complete steps 4-10 p. 160 SpringBoard.

Read aloud the letter "Cellphones in School" on page 160. Remind students this is a response to the editorial "Hang it Up" on pp. 150-151.

Tell students to mark the text by highlighting in three different colors for ethos, pathos, and logos.

In the appeals that overlap, students can underline in two different colors.

9. Ask students to discuss which appeal is most effective in this letter to the editor. Discuss - What does the writer specifically do with language to convey her feelings on the subject? What is the effect on the reader?

10. Review persuasive techniques pp. 111-112. Help students to recognize these techniques and mark them in the letter. Discuss the effects of these techniques on the reader.

11. Students will state Reiss's position and write a response agreeing or disagreeing with it. Be sure they explain their reasoning.

12. Group students to discuss their responses to the letter to the editor and tell them to use persuasive appeals in their discussions. Have students write a reflection on the discussion that includes an analysis of a persuasive use of an appeal heard in the group discussion.

HW:  
Vocab. 7. 11 Quiz Friday  
Four Levels of Grammar Test Friday

Assessment:

Response to Author's position page 160 SB (Formative)

Teacher observation of student understanding and participation

Friday, January 09, 2015

Day 83

Monday, January 05, 2015  
Day 79

(formative)  
Materials Needed:  
Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard  
Take a Stand Debate PowerPoint  
Agree/Disagree Signs

Tuesday, January 06, 2015  
Day 80

Materials Needed:  
Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard

Wednesday, January 07, 2015  
Day 81

Assessment:  
Teacher observation of Students'  
understanding and participation  
(formative)  
Materials Needed:  
Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard

Thursday, January 08, 2015  
Day 82

(Formative)  
Materials Needed:  
SpringBoard  
Ethos,logos, pathos video  
Notebook paper  
Vocab 7.11 PPT and Study Sheet

Friday, January 09, 2015  
Day 83

SpringBoard ILA 7

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Activities:  
1. Vocab 7.11 (5-10 min)(Remembering, Understanding,Applying)

2. Daily Language Review Week 3 Day 1 (20 min) .(Understanding, Applying,Analyzing, Evaluating)

2. STAAR analysis and discussion (20 min) (Understanding, Reading, Applying,Analyzing, Evaluating)

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Activities:  
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2. STAAR analysis and discussion (20 min) (Understanding,Reading, Applying,Analyzing, Evaluating)

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Activities:  
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3. SpringBoard 2.18 Developing an Argument (50 min) to be continued on Friday (Understanding, Reading, Writing, Applying,Analyzing, Evaluating, Creating)

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I can analyze the business letter format.

Activities:  
1. Vocab 7.11 Quiz (15 min) (Remembering, Understanding,Applying)  
2. Library to check out non-fiction book (20 min) (Reading)

3. Read newspaper/magazine editorials and letters to the editor in preparation for Monday's SB 2.20 "Writing a Letter to the Editor" p.165. (35 min) (Reading, Analyzing, Evaluating)  
4. Review business letter/ Letter to the Editor format.(20 min) (Understand, Review)

HW:  
Read library book.

Assessment:  
Four Levels of Grammar Test (Summative)  
Vocab. 7. 11 Quiz (Formative)

Materials Needed:  
Vocab. 7.11 Quiz  
Newspaper/Magazine Editorials and Letters to the Editor  
Business Letter Example

Monday, January 05, 2015

Day 79

thinking and/or have teams vote. A point is awarded to the team with the right answer.

3. SB 2.16 News or Views Day 1. This will be continued on Tuesday. (40 min) (Understanding, Reading, Applying, Analyzing, Evaluating.)

Students will play modified debate game "Take a Stand" Post 2 signs (agree & disagree) on opposite sides of the room and have students stand in the middle of the room. Show the PowerPoint with questions for students to have 2 minutes to formulate a position and a rationale either agreeing or disagreeing. Assign students to small discussion groups of 4-6 people, putting students who hold both opinions in each group.

4. Shared reading of the news article "City Schools Cut Parent's Lifeline (The Cellphone)"pp. 147-149.

Students will note pro and con for info that reflects those positions in the MY NOTES section of SpringBoard.

4. After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.

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6. After reading the article, students answer p. 152-153 Questions Editorial: "Hang it Up"# 1 - # 4. Students can each answer a different question number in their table groups.

Then have students who answered number 1 go to one area of the room and discuss. Students who answered #2 - # 4 do the same. Then students "jigsaw" by going back to their original groups and sharing their answers.

Tuesday, January 06, 2015

Day 80

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3. SB 2.16 News or Views Day 2. This will be continued on Wednesday (40 min) (Understanding, Reading, Applying, Analyzing, Evaluating.)

After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.

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6. This is where the lesson begin if completed all activities on Monday: Page

154 SpringBoard - Assign students to find three editorials on issues that are interesting to them from the assortment provided by the teacher. Then students will complete the graphic organizer on page 154.

HW: Vocab.7.11 Quiz Friday

Assessment: Teacher observation of Students' understanding and participation (formative)

Materials Needed:

Wednesday, January 07, 2015

Day 81

thinking and/or have teams vote. A point is awarded to the team with the right answer.

3. SB 2.16 News or Views Day 3 (40 min) (Understanding, Reading, Applying, Analyzing, Evaluating.)

After reading "City Schools Cut Parent's Lifeline (The Cellphone)", students will turn to p. 152 and respond to Questions News Article #1 - #3. Share.

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7. Students completing the work will fill out the Writing Feedback log in the portfolio to prepare for the EA and revising the CBAP next week.

HW: Vocab.7.11 Quiz Friday

Assessment:

Thursday, January 08, 2015

Day 82

type of appeal was most effective for the author's purpose and audience.

6. Jigsaw by taking one expert from each group and regrouping. Experts will then share their findings while other group members take notes in their graphic organizer.

7. Groups will share with the whole class which appeal they find most convincing and why.

8. Students complete steps 4-10 p. 160 SpringBoard.

Read aloud the letter "Cellphones in School" on page 160. Remind students this is a response to the editorial "Hang it Up" on pp. 150-151.

Tell students to mark the text by highlighting in three different colors for ethos, pathos, and logos. In the appeals that overlap, students can underline in two different colors.

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10. Review persuasive techniques pp. 111-112. Help

students to recognize these techniques and mark them in the letter.

Discuss the effects of these techniques on the reader.

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HW: Vocab. 7. 11 Quiz Friday

Assessment:

Response to Author's position page 160

Friday, January 09, 2015

Day 83

Monday, January 05, 2015  
Day 79

HW:  
Vocab.7.11 Quiz Friday

Assessment:

Teacher observation of Students'  
understanding and participation  
(formative)

Materials Needed:  
Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard  
Take a Stand Debate PowerPoint  
Agree/Disagree Signs

Tuesday, January 06, 2015  
Day 80

Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard

Wednesday, January 07, 2015  
Day 81

Teacher observation of Students'  
understanding and participation  
(formative)

Materials Needed:  
Vocab 7.11 PowerPoint and Study Sheet  
SpringBoard

Thursday, January 08, 2015  
Day 82

SB (Formative)

Teacher observation of student  
understanding and participation  
(Formative)

Materials Needed:  
SpringBoard  
Ethos,logos, pathos video  
Notebook paper  
Vocab 7.11 PPT and Study Sheet

Friday, January 09, 2015  
Day 83