

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, March 16, 2015

Monday, March 16, 2015
Day 122

Tuesday, March 17, 2015
Day 123

Wednesday, March 18, 2015
Day 124

Thursday, March 19, 2015
Day 125

Friday, March 20, 2015
Day 126

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PreAP Standards:
I can analyze a personal narrative prompt and brainstorm ideas for writing.
I can plan the personal narrative using a plot diagram to show the beginning, the middle, and the end of the narrative.

Academic Vocabulary:

prewriting, transitions, sensory words, vivid verbs, dead words, plot, personal narrative, exposition, rising action, climax, falling action, denouement

Activities: NO NEW VOCAB THIS WEEK - TEST FRIDAY 7.12-7.16

1. Brainpop video Brainstorming a Topic and PreWriting. Teacher may have students take Cornell Notes over the videos. (Remembering, Understanding, Evaluating)

<https://www.brainpop.com/english/writing/writingprocess/> (3 min)

<http://www.brainpop.com/english/writing/prewritingchoosingatopic/> (3 min)

2. Review PowerPoints and Handouts in the LAN for Narrative Writing (Leads, Ba-da-bing, Transitions,Sensory Words, Words instead of dead words, vivid verbs, etc.) Teacher will then give students various topics of review to collaborate on using the handouts in the LAN and then have groups "present" the key ideas and give examples. (55 min) (Reading, Remembering, Understanding, Evaluating, Analyzing, Discussing)

3. Using the Personal Narrative graphic

PreAP Standards:
I can analyze a personal narrative prompt.
I can plan the personal narrative using a plot diagram to show the beginning, the middle, and the end of the narrative.
I can brainstorm ideas, chose a topic, and write a class constructed essay.

Academic Vocabulary:

prewriting, transitions, sensory words, vivid verbs, dead words, plot, personal narrative, exposition, rising action, climax, falling action, denouement

Activities:

1. If not completed Monday, students will complete ideas to help them have an "idea bank"on the graphic organizer handout. (Megan's) (15 min) (Remembering, Understanding, Evaluating, Analyzing)
2. View "explode a moment" on youtube. (4:16 min) plus time to discuss (10 min) (View, Discuss, Analyze)

<https://www.youtube.com/watch?v=mA9YeKBRaL8>

3. Review Personal Narrative vs. Expository Elements (Handout in the LAN and pdf document attached) Teacher will have the focus be on the "Narrative" side since we will review this document again when we write the expository essay next week. (10 min) (Read, Discuss, Analyze)

4. Teacher will lead students in class constructed essay by having students analyze the prompt and brainstorm ideas to write about using a bubble map and the Personal Narrative Plot Elements Graphic organizer. See attached PowerPoint Slide "Class Constructed Narrative Prompt." Teacher will read / show under the doc camera previous STAAR score "8's" with similar prompt. Students could also have copies of the score "8's" on their desks for each

Pre AP Standards:
I can analyze a personal narrative prompt.
I can plan the personal narrative using a plot diagram to show the beginning, the middle, and the end of the narrative.
I can brainstorm ideas, chose a topic, and write a personal narrative.

Academic Vocabulary:

prewriting, transitions, sensory words, vivid verbs, dead words, plot, personal narrative, exposition, rising action, climax, falling action, denouement

Activities: Teacher will instruct students on the importance of using a dictionary/thesaurus to draft the personal narrative.

1. Share expository attack homework. (10 min)

2. Optional - Review the PowerPoint "Elements of Plot" (attached) if your students need that. (20 min) (Remembering, Understanding, Applying)

3. Read the STAAR review personal narrative prompt. (attached PowerPoint)

- Teacher may want to guide the students to review the steps in deconstructing the prompt, etc.(10 min) (Reading, Remembering, Understanding, Analyzing, Applying)

4. Students will draft the personal narrative using the handouts in the LAN (ba-da-bing, leads, transitions, sensory words, vivid verbs, words instead of said, dictionary, thesaurus)

- Students will use the attached handout "Plot Diagram" to construct the outline of

PreAP Standards:
I can revise and edit a personal narrative that has a beginning with a hook, a middle with sensory detail, and a reflective ending.

Academic Vocabulary:

prewriting, transitions, sensory words, vivid verbs, dead words, plot, personal narrative, exposition, rising action, climax, falling action, denouement

Activities: Teacher will instruct students on the importance of using a dictionary/thesaurus to revise and edit.

1. Students will revise and edit the personal narrative using the handouts in the LAN (ba-da-bing, leads, transitions, sensory words, vivid verbs, words instead of said, dictionary, thesaurus) (90 min) (Reading, Writing, Evaluating, Analyzing)

2. For students who complete the revising and editing, the next step is evaluating the narrative.

3. Teacher will instruct students to trade papers to evaluate the narrative essay using the handout or students may self-evaluate. Students will make changes to the essay and edit for spelling, grammar, and mechanics. (Reading, Writing, Evaluating, Analyzing)

HW:
Vocab. 7.12-7.16 Test Friday

Assessment:
Student constructed narrative essay (Summative)

Materials Needed:
LAN Handouts listed above and attached

Pre AP Standards:
I can evaluate my personal narrative for an effective lead, dialogue, thoughts and feelings, a middle with sensory detail, and a reflective ending that includes why the experience is meaningful.

Academic Vocabulary:

prewriting, transitions, sensory words, vivid verbs, dead words, plot, personal narrative, exposition, rising action, climax, falling action, denouement

Activities:

1. Vocab Test (25 min) (Remembering, Evaluating, Understanding, Analyzing)

2. Teacher will instruct students to trade papers to evaluate the narrative essay using the handout or students may self-evaluate.

- Students will make changes to the essay and edit for spelling, grammar, and mechanics. (55 min) (Reading, Writing, Evaluating, Analyzing)
- Students will copy the final draft on the 26 lined paper.

3. Students will then share essays with the class. (10 min) (Reading)

HW:
Expository Homework due Tuesday, March 24 and Thursday, March 25

Assessment:
Narrative essay (Summative)
Vocab Test (Summative)

Materials Needed:
LAN Handouts such as those attached (Leads, Adjectives of Personality, Words instead of Said, Transitions, Vivid Verbs, etc.)

dictionary/thesaurus
Revising a Personal Narrative Handout

Monday, March 16, 2015

Day 122

organizer (Megan's handout) , students will complete ideas to help them have an "idea bank." This will be used later in the week when students write their narratives. Groups will share what they came up with.

(30 min) (Remembering, Understanding, Evaluating, Analyzing, Discussing)

HW:

Expository Attack: Write a paragraph about a person who inspired others with his/her leadership. Be sure to include specific details about who the person is and what the leadership role is, what the person did, and how this inspired others. You may bring a photograph or a picture of the person as well. A leader could be a political figure, a human rights worker, a teacher, a person in history, or a person in the community who helps and inspires others. Due Wednesday, March 18.

Study for the Vocab. 7.12 - 7.16 Test Friday

Assessment: Teacher observation of students completing idea bank of narrative ideas (Formative)

Materials Needed:

LAN
Ba-da-bing PowerPoint
Good Leads 1 and 2 PowerPoint
RIP words PowerPoint

Ba-da-bing Handout (already in the LAN)
Brainpop
Personal Narrative graphic organizer (Megan's handout for "bank" of ideas)

Leads in Writing 1 Handout

Leads in Writing 2 Handout

Tuesday, March 17, 2015

Day 123

group to read.

Teacher will have students use a Ba-da-bing for their lead. (50 min) (Collaborate, Remember, Understand, Evaluate, Analyze)

HW:

Expository Attack: Write a paragraph about a person who inspired others with his/her leadership. Be sure to include specific details about who the person is and what the leadership role is, what the person did, and how this inspired others. You may bring a photograph or a picture of the person as well. A leader could be a political figure, a human rights worker, a teacher, a person in history, or a person in the community who helps and inspires others. Due Wednesday, March 18.
Study for Vocab. 7.12-7.16 Test Friday

Assessment:

Teacher observation of class constructed essay (formative)

Materials Needed:

LAN
Personal Narrative graphic organizer (Megan's handout for "bank" of ideas)
Class Constructed Narrative Prompt
PowerPoint
Bubble Map
Personal Narrative vs. Expository Handout in the LAN and pdf document attached

Dictionary/Thesaurus

Wednesday, March 18, 2015

Day 124

their narratives. Instruct students to draw this outline of plot elements on the STAAR test to use as their prewrite graphic organizer.

- Students will write a line skip a line on notebook paper for the rough draft. (50 min) (Reading, Remembering, Understanding, Analyzing, Writing, Applying)

HW:

Study for Vocab.7.12 - 7.16 Test Friday

Assessment:

Plot Elements prewrite graphic organizer (Formative)

Materials Needed:

LAN Handouts
dictionary/thesaurus
STAAR Review Narrative Prompt ppt

Elements of Plot ppt

Plot Diagram Prewrite Graphic Organizer Handout

Thursday, March 19, 2015

Day 125

below

Personal narrative dictionary/thesaurus

Friday, March 20, 2015

Day 126

English Language Arts and Reading, Grade 7

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