

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, October 13, 2014

Monday, October 13, 2014  
Day -1

Tuesday, October 14, 2014  
Day 35

Wednesday, October 15, 2014  
Day 36

Thursday, October 16, 2014  
Day 37

Friday, October 17, 2014  
Day 38

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

SpringBoard ILA 7

Parent Conferences 10 AM - 6 PM

PREAP

Learning Target:  
I can connect mythology to life.  
I can recognize how myths explain natural elements.

Academic Vocabulary:  
predict, vivid details, transformation

Activities/Bloom's Levels/Indicators of engagement: NO STEM VOCAB THIS WEEK

(1. ) Four Levels of Grammar / Week 2 / Day 1 (20 min)Remembering, Understanding, Applying, and Analyzing/Writing and Discussing  
(2.) Quick Write in the SSW Composition Book (attached slide PPT ) (20 min)

(3.) Springboard Lesson 1.24 - Myths and Reality (50 min)  
Understanding and Analyzing/Reading, Questioning, and Discussing  
--  
Whole Class: Teacher will activate student's prior knowledge by asking what they know about the Greek goddess Athena.

-- Review the definition of "myth" and the reasons for studying mythology (from activities 1.17 and 1.19).  
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Whole Class: Take turns reading paragraphs from the myth "Arachne". While reading, students should highlight adjectives and other descriptive language that creates visual details. Students should visualize as they read. Stop periodically, so they can draw sketches of what they "see" in the My Notes area.  
-- Predict: Right before the end of the paragraph in which Athene reveals herself to Arachne, student should predict what they think will happen in the next sections.  
Students should write their predictions in the My Notes area.  
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Grammar & Usage page 74  
SpringBoard : Teacher will explain words that modify and their

PREAP

Learning Target:  
I can predict a story's theme by analyzing the beginning of the story and related illustrations.  
I can read out loud with accuracy, moderate tempo/rate, and inflection.

Academic Vocabulary:  
defy, intervene, dominion, myth, god, goddess  
SIFT (symbol, imagery, figurative language, tone, theme)& myth

Activities/Bloom's Levels/Indicators of engagement:

1. ) Four Levels of Grammar Week 2 Day 2

2. ) DEMETER AND PERSEPHONE Understanding and Analyzing/Reading, Questioning, and Discussing

Whole Group - Students will view the picture on page 925 and predict what will occur in the story

3.) Read the introduction of "Demeter and Persephone" on page 924. Ask students, "Why is Pluto alarmed at the beginning of the story?"

4. ) Discuss the parallel between Pluto (Roman) and Hades (Greek).

5. ) As a class, read through "Demeter and Persephone" by using the "popcorn" reading method. During the reading, stop periodically to ask pertinent questions.

6. ) Introduce the technique of "SIFT". PowerPoint and Graphic organizer attached. Teacher may show only part of PowerPoint since it is long. The first 22 slides relate to SIFT.

7. ) Students will work through the SIFT handout with their table group, completing their own sheet along the way.

Assessment: Sifting Through "Demeter and Persephone" [formative] (Daily grade)

PREAP

Learning Target:  
I can create an original myth that explains a natural phenomenon and teaches a moral lesson.  
I can create an illustration that complements the myth as it unfolds.

Academic Vocabulary: myth, illustrations, natural phenomenon, moral

Activities/Bloom's Levels/Indicators of engagement:

1.) Four Levels of Grammar Week 2 Day 3

2.) SB EA 2 Unit 1 DAY 1 : (45 min) Understanding and Analyzing/Reading, Questioning, and Discussing

Teacher will show a children's book and display only the illustrations without reading the text. ( follow teacher steps on page 81 SpringBoard)

\* Students predict what the story is about.  
\* Teacher will then read the book aloud to see if the predictions are accurate.  
\* Class discussion about which illustrations helped create particular expectations about the text.

3.)  
Table Groups: Teams will have a different children's book. One student in each group will read the book to the team, showing the illustrations. Teams discuss which illustrations are most effective in supporting the text.

4.)  
Students will be given a manilla folder to keep all the EA 2 work together. They should write their names on the folder's tab.

5.)  
Teacher will share the assignment. Understanding and Analyzing/Reading/Writing/Creating

Students will create an original myth that explains a natural phenomenon and teaches a moral lesson. Include illustrations that will complement the myth as it unfolds.

6.)

PREAP

Learning Target:  
I can create an original myth that explains a natural phenomenon and teaches a moral lesson.  
I can create illustrations that complement the myth as it unfolds.

Academic Vocabulary:myth, illustrations, natural phenomenon, moral

Activities/Bloom's Levels/Indicators of engagement:

Before beginning the EA Revise and Edit the Science Fair Projects

1.) EA 2 Unit 1 : Day 2 (90 min) (All files uploaded/attached on yesterday's Oct. 16 lesson plan)

Understanding and Analyzing/Reading/Writing/Creating  
Students select one idea from the brainstorming chart.

2.) Students create detailed plot diagram that includes answers to the questions in attached PowerPoint.

3.) Students, on a lined sheet of paper, come up with 3 illustrations that would complement the myth.

4.)  
Whole Class: (15 min.) Teacher will review the elements that must be included in the myth and go through the Scoring Guide. They should include:

a lead that hooks the reader  
an event retold vividly  
details and thorough descriptions of characters and settings  
characters' response to the event (including thoughts and feelings)  
effective and purposeful dialogue  
a reflection of the moral lesson

learned illustrations (at least 3) to represent the beginning, middle, and end of the myth  
NOTE: The myth may NOT be more than 2 sides of a lined sheet of paper (every line)

Students must delete wordiness and stay focused.

5. (45 min.) Draft the myth

Monday, October 13, 2014  
Day -1

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Day 35

location in a sentence (and the problem with a misplaced modifier).  
Review the author's placement of modifiers in the 2nd paragraph on p. 74.  
-- Teacher will share an example of a contemporary Arachne story. Then, students will rewrite story of Arachne in a contemporary context. The ending must be maintained (character is transformed into something else). Discuss how important it is to make sure the story's action is moving at a pace that will keep the reader's interest.

Assessment: Teacher observation of student reading - fluency, pacing, & inflection. (Formative)

Homework:  
Contemporary version of Arachne, if not completed in class.

Materials Needed:  
LAN  
Springboard book  
Quick Write Slide PPT

Example Arachne Story

Wednesday, October 15, 2014  
Day 36

HW: None

Materials Needed:

Lit Book  
LAN  
Sifting Through "Demeter and Persephone" handout

Thursday, October 16, 2014  
Day 37

For 10 min. students will review myths they have read in this unit.  
What is the purpose of each myth? What does it explain? What is the theme? What is the moral lesson?  
7.) As a class, complete the first item on the brainstorming chart on p. 81.  
8.)  
Then students complete the rest of the chart. They should think about possible illustrations that might accompany their ideas for myths.  
Teacher will show "Natural Phenomenon" slide so students can get ideas for their myth. Teacher will read district provided Exemplary Model of Myth.

Assessment: Teacher observation (formative)

HW:None

Materials Needed:  
Children's books  
SpringBoard  
Lined Paper  
LAN  
Manila Folders  
EA2 Scoring Guide  
Natural Phenomenon PPT  
Peer Response Forms  
EA2 Reflection Forms

Friday, October 17, 2014  
Day 38

6. Draw at least 3 appropriate images to accompany their myth that capture key parts of the myth - the beginning, middle, and end. These must add a visual layer to the story.  
7. Revise/Edit Myth through self assessment (#7-9 on page 83.)

Assessment:EA2 (Formative) (Major Grade)

HW:None

Materials Needed:  
White paper  
Lined Paper

English Language Arts and Reading,  
Grade 7

SpringBoard ILA 7

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ILA ON LEVEL

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4. ) As a class, read through "Demeter and Persephone" by using the "popcorn" reading method. During the reading, stop periodically to ask pertinent questions.

5.) Students individually complete the graphic organizer on page 931 - (Character - Lesson - How Taught -)

Assessment: Teacher observation of student discussions and completion of the graphic organizer. [formative]

HW: None

Materials Needed:

Lit Book

LAN

ILA ON LEVEL

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I can create an illustration that complements the myth as it unfolds.  
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Assessment: Teacher observation (formative)

HW:None

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