Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 22, 2014

Monday, September 22, 2014 Day 20

Tuesday, September 23, 2014 <u>Day 21</u>

Wednesday, September 24, 2014 <u>Day 22</u> Thursday, September 25, 2014 Day 23

Friday, September 26, 2014 Day 24

Monday, September 22, 2014 Day 20	Tuesday, September 23, 2014 Day 21	Wednesday, September 24, 2014 Day 22	Thursday, September 25, 2014 Day 23	Friday, September 26, 2014 Day 24
SpringBoard ILA 7	SpringBoard ILA 7	SpringBoard ILA 7	SpringBoard ILA 7	SpringBoard ILA 7
PREAP	PREAP	PREAP	PREAP	PREAP
Standards:	Standards:	Standards:	Standards: I can combine sentences by using	Standards:
I can revise a personal narrative by using revision techniques.	I can revise a personal narrative by using	I can revise by deleting and substituting. I can use a thesaurus.	appositives.	I can write a story in chronological order using transitions.
I can write a reflection about the changes I	revision techniques.	Touri doo a triodatido.	I can create and combine sentences by	doing transitions.
made to improve my essay.	I can write a reflection about the changes I made to improve my essay.		using subordination.	Academic Vocabulary: transitions
	made to improve my essay.	Academic Vocabulary: vivid verbs,		Academie vedabalary, translatine
Academic Vocabulary: effective lead, sequenced middle, reflective ending,	Academic Vocabulary: effective lead,	sensory words	Academic Vocabulary: appositives, subordinating clauses, adjective phrase,	Activities:
sensory images, transitions	sequenced middle, reflective ending,		adverb phrase	Activities.
Activities:	sensory images, transitions	Activities:		Vocab 7.3 Quiz (15min)Understanding/Decoding
Four Levels of Grammar Lesson 8		Four Levels Of Grammar Lesson 10		Vocabulary2. SSR (15 min) Read
Notes (20	Activities:	Notes (20 min)		3. Teacher will give mini-lesson on
min)Understanding/Remembering	Four Levels Of Grammar Lesson 9 Notes (20 min) [understand/remember]	Understanding/Remembering		transitions. Give students handout of transition. (10 min) Review, Recall
https://www.youtube.com/watch?	, , , , ,	https://www.youtube.com/watch?	2. Appositives Mini-Lesson & ppt. (15	
v=cQdcniXP-B4	https://www.youtube.com/watch?v= -k7Plhm_TRc	v=kTpxU4FYgcc		4. Transition Six Word Square Activity (50 min)Compose, Choose, Sequence
Vocab 7-3 - Introduction to this week's		2 Vessh 7.2 (40		
stems. (5-10 min)Understanding/Decoding		Vocab 7.3 (10 min) Understanding/Decoding		Students will be given children's story books to use for this
Vocabulary	min)Understanding/Decoding Vocabulary	Vocabulary		activity. They will take a white piece of
3. (DAY 1) EMBEDDED ASSESSMENT1 - Unit 1 - Revising a Personal Narrative		3. Springboard Activity 4.7 -	3. SB 4.9 pp. 262-264 (45 min) Sentence	paper and divide it into six sections. Using the story book, they will
About Choice	About Choice (continued) (60 min)	Replacing "Dead Words" (60	Variety, Appostitives, Using Subordination	write six important events
Applying, Analyzing, and Evaluating/Discussing and Peer Revising	Applying, Analyzing, and Peer Revising	min) Classify, Evaluate, Improve, Generate		that happened in the story (in chronological order)one in each box on
Students will use their timed writing		Teacher will introduce the concept of		their paper. They should begin each event
about choice from Activity 1.11 as a draft for this revision project.	Students will use their revision plan to revise their draft. They	"dead" words (because they have been used to "death.").		with a transition word or phrase (time transitions) to help move the
Students will write a clean copy of their	should also consult the scoring guide to	Teacher will write a word on each of the	HW: Study for Stems 7.3 Quiz Friday	story along. Each event
draft, incorporating all of the revisions they made last week.	make sure they are on track Students will:	cut-out tombstones and students will suggest replacements.		should also be illustrated.
(20 min)	edit their draft, locating and fixing errors		Assessment:	
Teacher will review the Scoring Guide	in punctuation, spelling, capitalization, and grammar.	Writing Groups: Each group will receive a tombstone with a "dead" word	Teacher observation of student understanding (Formative)	HW:
with the class. Students should	create a creative title for their essay.	on it. Groups will be asked to brainstorm	,	Complete Transition Word Six Square, if
make sure to address all of the required criteria in their revision. (5	rewrite their final draft (in best handwriting), including all of the revisions	synonyms. Then, thesauruses	Materials Needed:	not completed in class.
min)	and edits indicated.	up additional words to add to		Assessment:
Writing Groups: Students will read THREE (3) of their	write a detailed reflection about their essay revision. This reflection should	their lists Individually: Students will read the	Vocab 7.3 ppt.	Transition Six Word Square (daily grade) (Formative)
teammates' drafts. After reading a draft,	explain:	paragraph on p. 259 and mark the text for	Vocab 7.5 ppt.	(Formative)
they will complete a feedback form for that writer to help him/her with	1) the most significant changes you made to your essay	"dead" words Pairs: Choose substitute synonyms for	Appositives ppt.	Materials Needed: Vocab Quiz 7.3
revising it. Drafts will be	2) why you made them	the "dead" words.	Phrases and Clauses Quick Reference	Transition Handout
passed around clockwise, until each	3) the intended effect of those changes on		Sheet	Transition Words Six Square Activity ppt.
student has read three and feedback has been given. Writers will review the	draft, first draft with revisions/edits, and	revised paragraphs. Teacher will record new synonyms on the board.		Story Books
feedback given to them on their	reflection.			Big White Paper
teammates' forms. (30 min) Individually: Put together a	HW:	Students should read through old drafts and look for "dead" words.		
Revision Plan that addresses all of the	None	Then, they will compile a list of "dead"	1	

Monday, September 22, 2014 Day 20

information collected. Students will fill out the Revision Plan for Unit 1 document. (10-15 min) 4. SSR if time permits

HW: none

Assessment:

Revision of timed writing - MINOR grade [formative]

Materials Needed: Completed time writing Springboard books Unit 1 EA 1 Writing Group Feedback Forms

Unit 1 EA1 Scoring Rubric Unit 1 EA1 Revision Plan

Tuesday, September 23, 2014 Day 21

Assessment:

Revision of timed writing - MINOR grade [formative]

Materials Needed: Completed time writing Springboard books Unit 1 EA 1 Writing Group Feedback Forms

Unit 1 EA1 Scoring Rubric Unit 1 EA1 Revision Plan

Wednesday, September 24, 2014 Day 22

words from their writing on their "My Dead Words" list.

HW:

Study for Vocab 7.3 Quiz Friday

Assessment:

Teacher observation of student revising (Formative)

Materials Needed:

Vocab 7.3

Four Levels of Grammar Lesson 10 Notes Tombstones with "dead" words on them SpringBoard

My Dead Words List Dictionary/Thesaurus Thursday, September 25, 2014 Day 23 Friday, September 26, 2014 Day 24

Monday, September 22, 2014 Day 20	Tuesday, September 23, 2014 Day 21	Wednesday, September 24, 2014 Day 22	Thursday, September 25, 2014 Day 23	Friday, September 26, 2014 Day 24
SpringBoard ILA 7	English Language Arts and Reading, Grade 7	SpringBoard ILA 7	SpringBoard ILA 7	SpringBoard ILA 7
ILA	ILA	ILA	ILA	ILA
Standards:		Standards:		
	Ctan daylar	Languagia a hardalatina and aubattustan	Standards:	Standards:
I can revise a personal narrative by using	Standards:	I can revise by deleting and substituting. I can use a thesaurus.	I can combine sentences by using appositives.	I can write a story in chronological order
revision techniques. I can write a reflection about the changes I	I can revise a personal narrative by using		Lean areate and combine contanges by	using transitions.
made to improve my essay.	I can write a reflection about the changes I		I can create and combine sentences by using subordination.	
	made to improve my essay.	Academic Vocabulary: vivid verbs,		Academic Vocabulary: transitions
Academic Vocabulary: effective lead,		sensory words		
sequenced middle, reflective ending,	Academic Vocabulary: effective lead,	Activities:	Academic Vocabulary: appositives, subordinating clauses, adjective phrase,	Activities:
sensory images, transitions	sequenced middle, reflective ending, sensory images, transitions	1. Four Levels Of Grammar Lesson 10		1. Vocab 7.3 Quiz (15
Activities: 1. Four Levels of Grammar Lesson 8		Notes (20 min) understand/remember		min)Understanding/Decoding
Notes (20	Activities:	understand/remember		Vocabulary2. SSR (15 min) Read 3. Teacher will give mini-lesson on
min)Understanding/Remembering	Four Levels Of Grammar Lesson 9 Notes (20 min) [understand/remember]	https://www.youtube.com/watch? v=kTpxU4FYgcc		transitions. Give students handout of transition. (10 min)Recall, Review
https://www.youtube.com/watch?	Notes (20 min) [understand/remember]	V=K1pxO4F1gcc	Appositives Mini-Lesson & ppt. (15)	transition. (10 min)Recail, Review
v=cQdcniXP-B4	https://www.youtube.com/watch?v= -k7PIhm_TRc	Vocab 7.3 (10 min) Understanding/Decoding Vocabulary	min) Understand, Describe, Give Examples	4. Transition Six Word Square Activity (50 min)Compose, Choose, Sequence
	-K/T IIIII_TIXC	3. Springboard Activity 4.7 - Replacing	3. Teacher gives students Handout	Students will be given children's story
Vocab 7-3 - Introduction to this week's stems. (5-10 min)	2. Vocab 7.3 (10	"Dead Words" (60 min) Classify, Evaluate, Improve, Generate	"Phrases and Clauses" and discuss (10 min)	books to use for this activity. They will take a white piece of
Understanding/Decoding Vocabulary	min) Understanding/Decoding Vocabulary		Remember, Understand	paper and divide it into six
3. (DAY 1) EMBEDDED ASSESSMENT	3. (DAY 2) EMBEDDED ASSESSMENT 1 - Unit 1 - Revising a Personal Narrative	Teacher will introduce the concept of "dead" words (because they have been	3. SB 4.9 pp. 262-264 (45 min) Sentence Variety, Appositives, Using Subordination	
About Choice	About Choice (continued) (60 min)	used to "death.").	Give Examples, Identify, Compose	that happened in the story (in
Applying, Analyzing, and Evaluating/Discussing and Peer Revising	Applying, Analyzing, and Evaluating/Discussing and Peer Revising	Teacher will write a word on each of the cut-out tombstones and students will		chronological order)one in each box on their paper. They should begin each event
Students will use their timed writing		suggest replacements.		with a transition word or
about choice from Activity 1.11 as a draft for this revision project.	Students will use their revision plan to revise their draft. They	Writing Groups: Each group will receive a		phrase (time transitions) to help move the story along. Each event
Students will write a clean copy of their	should also consult the scoring guide to	tombstone with a "dead" word		should also be illustrated.
draft, incorporating all of the revisions they made last week.	make sure they are on track Students will:	on it. Groups will be asked to brainstorm synonyms. Then, thesauruses	Assessment: Teacher observation of student	
(20 min)	edit their draft, locating and fixing errors	will be handed out, and students will look		HW:
Teacher will review the Scoring Guide	in punctuation, spelling, capitalization, and grammar.	up additional words to add to their lists.	Materials Needed:	Complete Transition Word Six Square, if
with the class. Students should	create a creative title for their essay.	Individually: Students will read the		not completed in class.
make sure to address all of the required criteria in their revision. (5	rewrite their final draft (in best handwriting), including all of the revisions	paragraph on p. 259 and mark the text for "dead" words.	Vocab Study Sheet	Assessment:
min)	and edits indicated.	Pairs: Choose substitute synonyms for	Vocab 7.3 ppt.	Transition Six Word Square (daily grade)
Writing Groups: Students will read THREE (3) of their	write a detailed reflection about their essay revision. This reflection should	the "dead" words Have students read aloud some of the	Appositives ppt.	(Formative)
teammates' drafts. After reading a draft,	explain:	revised paragraphs. Teacher will record		Materials Needed:
they will complete a feedback form for that writer to help him/her with	1) the most significant changes you made to your essay	new synonyms on the board.	Phrases and Clauses Quick Reference Sheet	Vocab Quiz 7.3 Story Books
revising it. Drafts will be	2) why you made them	Students should read through old drafts		Transition Handout
passed around clockwise, until each student has read three and feedback	3) the intended effect of those changes on your reader Students will turn in FINAL	and look for "dead" words. Then, they will compile a list of "dead"	SpringBoard	Transition Words Six Square Activity ppt.
has been given. Writers will review the	draft, first draft with revisions/edits, and	words from their writing on		Big White Paper
feedback given to them on their teammates' forms. (30 min)	reflection.	their "My Dead Words" list.		
Individually: Put together a	HW:	HW:	1	

Monday, September 22, 2014 <u>Day 20</u>

Revision Plan that addresses all of the information collected. Students will fill out the Revision Plan for Unit 1 document. (10-15 min)
4. SSR if time permits

HW:

Assessment:
Revision of timed writing - MINOR grade
[formative]

Materials Needed: Completed time writing Springboard books Unit 1 EA 1 Writing Group Feedback

Unit 1 EA1 Scoring Rubric Unit 1 EA1 Revision Plan Tuesday, September 23, 2014 Day 21

None

Revision of timed writing - MINOR grade

[formative]

Assessment:

Materials Needed: Completed time writing Springboard books Unit 1 EA 1 Writing Group Feedback

Forms
Unit 1 EA1 Scoring Rubric
Unit 1 EA1 Revision Plan

Wednesday, September 24, 2014 Day 22

Study for Vocab 7.3 Quiz Friday

Assessment:

Teacher observation of student revising

(Formative)

Materials Needed:

Vocab 7.3

Four Levels of Grammar Lesson 10 Notes Tombstones with "dead" words on them

SpringBoard

My Dead Words List Dictionary/Thesaurus

Thursday, September 25, 2014 Day 23 Friday, September 26, 2014 Day 24