

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 22, 2014

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

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## PREAP

## Standards:

I can revise a personal narrative by using revision techniques.  
I can write a reflection about the changes I made to improve my essay.

Academic Vocabulary: effective lead, sequenced middle, reflective ending, sensory images, transitions

## Activities:

1. Four Levels of Grammar Lesson 8 Notes (20 min)Understanding/Remembering

<https://www.youtube.com/watch?v=cQdcniXP-B4>

2. Vocab 7-3 - Introduction to this week's stems. (5-10 min)Understanding/Decoding Vocabulary

3. (DAY 1) EMBEDDED ASSESSMENT 1 - Unit 1 - Revising a Personal Narrative About Choice

Applying, Analyzing, and Evaluating/Discussing and Peer Revising

-- Students will use their timed writing about choice from Activity 1.11 as a draft for this revision project.

-- Students will write a clean copy of their draft, incorporating all of the revisions they made last week.

(20 min)

-- Teacher will review the Scoring Guide with the class. Students should make sure to address all of the required criteria in their revision. (5 min)

-- Writing Groups: Students will read THREE (3) of their teammates' drafts. After reading a draft, they will complete a feedback form for that writer to help him/her with revising it. Drafts will be

passed around clockwise, until each student has read three and feedback has been given. Writers will review the feedback given to them on their

teammates' forms. (30 min)

-- Individually: Put together a

Revision Plan that addresses all of the

## PREAP

## Standards:

I can revise a personal narrative by using revision techniques.  
I can write a reflection about the changes I made to improve my essay.

Academic Vocabulary: effective lead, sequenced middle, reflective ending, sensory images, transitions

## Activities:

1. Four Levels Of Grammar Lesson 9 Notes (20 min) [understand/remember]

[https://www.youtube.com/watch?v=-k7PIhm\\_TRc](https://www.youtube.com/watch?v=-k7PIhm_TRc)

2. Vocab 7.3 (10 min)Understanding/Decoding Vocabulary

3. (DAY 2) EMBEDDED ASSESSMENT 1 - Unit 1 - Revising a Personal Narrative About Choice (continued) (60 min)

Applying, Analyzing, and Evaluating/Discussing and Peer Revising

-- Students will use their revision plan to revise their draft. They should also consult the scoring guide to make sure they are on track.

-- Students will:

-- edit their draft, locating and fixing errors in punctuation, spelling, capitalization, and grammar.

-- create a creative title for their essay.

-- rewrite their final draft (in best handwriting), including all of the revisions and edits indicated.

-- write a detailed reflection about their essay revision. This reflection should explain:

1) the most significant changes you made to your essay

2) why you made them

3) the intended effect of those changes on your reader-- Students will turn in FINAL draft, first draft with revisions/edits, and reflection.

## HW:

None

## PREAP

## Standards:

I can revise by deleting and substituting.  
I can use a thesaurus.

Academic Vocabulary: vivid verbs, sensory words

## Activities:

1. Four Levels Of Grammar Lesson 10 Notes (20 min)

Understanding/Remembering

<https://www.youtube.com/watch?v=kTpxU4FYgcc>

2. Vocab 7.3 (10 min) Understanding/Decoding Vocabulary

3. Springboard Activity 4.7 -

Replacing "Dead Words" (60 min) Classify, Evaluate, Improve, Generate

-- Teacher will introduce the concept of "dead" words (because they have been used to "death.").

-- Teacher will write a word on each of the cut-out tombstones and students will suggest replacements.

--

Writing Groups: Each group will receive a tombstone with a "dead" word on it. Groups will be asked to brainstorm synonyms. Then, thesauruses will be handed out, and students will look up additional words to add to their lists.

-- Individually: Students will read the paragraph on p. 259 and mark the text for "dead" words.

-- Pairs: Choose substitute synonyms for the "dead" words.

-- Have students read aloud some of the revised paragraphs. Teacher will record new synonyms on the board.

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Students should read through old drafts and look for "dead" words.

Then, they will compile a list of "dead"

## PREAP

## Standards:

I can combine sentences by using appositives.

I can create and combine sentences by using subordination.

Academic Vocabulary: appositives, subordinating clauses, adjective phrase, adverb phrase

## Activities:

1. Vocab 7.3 (10 min) Understanding/Decoding Vocabulary  
2. Appositives Mini-Lesson & ppt. (15 min) Understand, Describe, Give Examples

3. Teacher gives students Handout "Phrases and Clauses" and discuss (10 min) Remember, Understand

3. SB 4.9 pp. 262-264 (45 min) Sentence Variety, Appositives, Using Subordination Give Examples, Identify, Compose

4. SSR (10 min) Read

HW: Study for Stems 7.3 Quiz Friday

## Assessment:

Teacher observation of student understanding (Formative)

## Materials Needed:

Vocab Study Sheet

Vocab 7.3 ppt.

Appositives ppt.

Phrases and Clauses Quick Reference Sheet

SpringBoard

## PREAP

## Standards:

I can write a story in chronological order using transitions.

Academic Vocabulary: transitions

## Activities:

1. Vocab 7.3 Quiz (15min)Understanding/Decoding Vocabulary  
2. SSR (15 min) Read  
3. Teacher will give mini-lesson on transitions. Give students handout of transition. (10 min) Review, Recall  
4. Transition Six Word Square Activity (50 min )Compose, Choose, Sequence

Students will be given children's story books to use for this activity. They will take a white piece of paper and divide it into six sections. Using the story book, they will write six important events that happened in the story (in chronological order)--one in each box on their paper. They should begin each event with a transition word or phrase (time transitions) to help move the story along. Each event should also be illustrated.

## HW:

Complete Transition Word Six Square, if not completed in class.

## Assessment:

Transition Six Word Square (daily grade) (Formative)

## Materials Needed:

Vocab Quiz 7.3

Transition Handout

Transition Words Six Square Activity ppt.

Story Books

Big White Paper

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

## SpringBoard ILA 7

English Language Arts and Reading,  
Grade 7

## SpringBoard ILA 7

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<p>SpringBoard ILA 7</p> <p>ILA</p> <p>Standards:</p> <p>I can revise a personal narrative by using revision techniques. I can write a reflection about the changes I made to improve my essay.</p> <p>Academic Vocabulary: effective lead, sequenced middle, reflective ending, sensory images, transitions</p> <p>Activities: 1. Four Levels of Grammar Lesson 8 Notes (20 min) Understanding/Remembering <a href="https://www.youtube.com/watch?v=cQdcniXP-B4">https://www.youtube.com/watch?v=cQdcniXP-B4</a></p> <p>2. Vocab 7-3 - Introduction to this week's stems. (5-10 min) Understanding/Decoding Vocabulary 3. (DAY 1) EMBEDDED ASSESSMENT 1 - Unit 1 - Revising a Personal Narrative About Choice Applying, Analyzing, and Evaluating/Discussing and Peer Revising -- Students will use their timed writing about choice from Activity 1.11 as a draft for this revision project. -- Students will write a clean copy of their draft, incorporating all of the revisions they made last week. (20 min) -- Teacher will review the Scoring Guide with the class. Students should make sure to address all of the required criteria in their revision. (5 min) -- Writing Groups: Students will read THREE (3) of their teammates' drafts. After reading a draft, they will complete a feedback form for that writer to help him/her with revising it. Drafts will be passed around clockwise, until each student has read three and feedback has been given. Writers will review the feedback given to them on their teammates' forms. (30 min) -- Individually: Put together a</p>	<p>English Language Arts and Reading, Grade 7</p> <p>ILA</p> <p>Standards:</p> <p>I can revise a personal narrative by using revision techniques. I can write a reflection about the changes I made to improve my essay.</p> <p>Academic Vocabulary: effective lead, sequenced middle, reflective ending, sensory images, transitions</p> <p>Activities: 1. Four Levels Of Grammar Lesson 9 Notes (20 min) [understand/remember] <a href="https://www.youtube.com/watch?v=-k7Plhm_TRc">https://www.youtube.com/watch?v=-k7Plhm_TRc</a></p> <p>2. Vocab 7.3 (10 min) Understanding/Decoding Vocabulary 3. (DAY 2) EMBEDDED ASSESSMENT 1 - Unit 1 - Revising a Personal Narrative About Choice (continued) (60 min) Applying, Analyzing, and Evaluating/Discussing and Peer Revising -- Students will use their revision plan to revise their draft. They should also consult the scoring guide to make sure they are on track. -- Students will: -- edit their draft, locating and fixing errors in punctuation, spelling, capitalization, and grammar. -- create a creative title for their essay. -- rewrite their final draft (in best handwriting), including all of the revisions and edits indicated. -- write a detailed reflection about their essay revision. This reflection should explain: 1) the most significant changes you made to your essay 2) why you made them 3) the intended effect of those changes on your reader-- Students will turn in FINAL draft, first draft with revisions/edits, and reflection.</p> <p>HW:</p>	<p>SpringBoard ILA 7</p> <p>ILA</p> <p>Standards:</p> <p>I can revise by deleting and substituting. I can use a thesaurus.</p> <p>Academic Vocabulary: vivid verbs, sensory words</p> <p>Activities: 1. Four Levels Of Grammar Lesson 10 Notes (20 min) understand/remember <a href="https://www.youtube.com/watch?v=kTpxU4FYgcc">https://www.youtube.com/watch?v=kTpxU4FYgcc</a> 2. Vocab 7.3 (10 min) Understanding/Decoding Vocabulary 3. Springboard Activity 4.7 - Replacing "Dead Words" (60 min) Classify, Evaluate, Improve, Generate Teacher will introduce the concept of "dead" words (because they have been used to "death.") -- Teacher will write a word on each of the cut-out tombstones and students will suggest replacements. -- Writing Groups: Each group will receive a tombstone with a "dead" word on it. Groups will be asked to brainstorm synonyms. Then, thesauruses will be handed out, and students will look up additional words to add to their lists. -- Individually: Students will read the paragraph on p. 259 and mark the text for "dead" words. -- Pairs: Choose substitute synonyms for the "dead" words. -- Have students read aloud some of the revised paragraphs. Teacher will record new synonyms on the board. -- Students should read through old drafts and look for "dead" words. Then, they will compile a list of "dead" words from their writing on their "My Dead Words" list.</p> <p>HW:</p>	<p>SpringBoard ILA 7</p> <p>ILA</p> <p>Standards:</p> <p>I can combine sentences by using appositives. I can create and combine sentences by using subordination.</p> <p>Academic Vocabulary: appositives, subordinating clauses, adjective phrase, adverb phrase</p> <p>Activities: 1. Vocab 7.3 (10 min) Understanding/Decoding Vocabulary 2. Appositives Mini-Lesson &amp; ppt. (15 min) Understand, Describe, Give Examples 3. Teacher gives students Handout "Phrases and Clauses" and discuss (10 min) Remember, Understand 3. SB 4.9 pp. 262-264 (45 min) Sentence Variety, Appositives, Using Subordination Give Examples, Identify, Compose 4. SSR (10 min) Read</p> <p>HW: Study for Stems 7.3 Quiz Friday</p> <p>Assessment: Teacher observation of student understanding (Formative)</p> <p>Materials Needed: Vocab Study Sheet Vocab 7.3 ppt. Appositives ppt. Phrases and Clauses Quick Reference Sheet SpringBoard</p>	<p>SpringBoard ILA 7</p> <p>ILA</p> <p>Standards:</p> <p>I can write a story in chronological order using transitions.</p> <p>Academic Vocabulary: transitions</p> <p>Activities: 1. Vocab 7.3 Quiz (15 min) Understanding/Decoding Vocabulary 2. SSR (15 min) Read 3. Teacher will give mini-lesson on transitions. Give students handout of transition. (10 min) Recall, Review 4. Transition Six Word Square Activity (50 min) Compose, Choose, Sequence Students will be given children's story books to use for this activity. They will take a white piece of paper and divide it into six sections. Using the story book, they will write six important events that happened in the story (in chronological order)--one in each box on their paper. They should begin each event with a transition word or phrase (time transitions) to help move the story along. Each event should also be illustrated.</p> <p>HW: Complete Transition Word Six Square, if not completed in class. Assessment: Transition Six Word Square (daily grade) (Formative) Materials Needed: Vocab Quiz 7.3 Story Books Transition Handout Transition Words Six Square Activity ppt. Big White Paper</p>

Monday, September 22, 2014

Day 20

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:  
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

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

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