

Lesson Plans for SHARON K MCKEMIE, Fowler

Week of Monday, September 29, 2014

Monday, September 29, 2014  
Day 25

Tuesday, September 30, 2014  
Day 26

Wednesday, October 01, 2014  
Day 27

Thursday, October 02, 2014  
Day 28

Friday, October 03, 2014  
Day 29

## SpringBoard ILA 7

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## Standards/Learning Targets:

I can unpack and understand the embedded assessment

Academic Vocabulary:  
mythology, folklore,

Activities/Bloom's Level/Indicators of Engagement:

1) Library Visit -- Book Fair Video -- (30 min)  
-Johnson 2, 5, 7  
-Evans 3, 6 (1st half), 8th (1st half)  
-McKemie 4, 6, (2nd half), 8th

2) Vocabulary  
7-4 -- Remembering/Understanding  
-- Introduce Stems (5 min)

3) Unpack EA 2 (20 min) -- Analyzing/Evaluating  
--In groups, have students read through E.A. 2 page 81-87

4) Intro to Mythology PowerPoint (20 min) -- Remembering/Understanding  
-- Students will fill in the "Gods and Goddesses Chart" as we view the PowerPoint

Assessment:  
Gods and Goddesses Chart -- Formative

Homework:  
N/A

Materials Needed:  
Vocabulary Study Stems Sheet, Gods and Goddesses Chart

## Standards/Learning Targets:

I can write a personal narrative in an allotted time period.

Academic Vocabulary:  
narrative

Activities/Bloom's Level/Indicators of Engagement:

Personal Narrative CBAP (90 min) -- Creating/Remembering  
--Distribute 26 lined template and CBAP prompt. Students may use dictionary or thesaurus for the CBAP.

Assessment:  
CBAP - Formative

Homework:  
N/A

Materials Needed:  
26 lined template (1 per student)

## Standards/Learning Targets:

I can make personal connections to myths  
I can recognize theme in a literary work

Academic Vocabulary:  
Theme

Activities/Bloom's Level/Indicators of Engagement:

1) Vocabulary  
7-4 -- Remembering/Understanding  
--Provide students with this week's vocabulary words and their definitions.

2) Teacher will explain the "Wanted/Missing" poster for students to complete outside of class. This project is due on Thursday, October 2nd. It can be done and turned in digitally as a PDF, printed in color, or done by hand. (15 min)

3) Complete Learning Plans for conference day (10 min)

4) Springboard 1.20 -- Structural Elements of a Narrative Plot (45 min) -- Remembering/Evaluating  
--Individually, complete the organizer by listing specific advice that parents, teachers, and others have given you. Did you follow that advice? What happened as a result?

-- Class Discussion - Do you learn better from experience or advice? Think of a specific example from your life.  
-- Conduct a shared reading of "Daedalus and Icarus" (pg. 53-56)  
-- Review the plot elements with students. In groups, fill in the graphic organizer to identify the plot of the story (pg. 57)  
--Review 'Theme' with students. In groups have students read through and discuss the open ended questions. (58)  
--On a separate sheet of paper, students will individually identify the theme of the story. They must use specific examples from the story to justify their answer.  
-- Analyze class answer with what time remains.

## Standards/Learning Targets:

I can engage in a close reading about choices and consequences.  
I can provide text evidence for statements about textual evidence.

Academic Vocabulary:  
textual evidence

Activities/Bloom's Level/Indicators of Engagement:

1) Vocabulary 7-4 -- (10 min) -- Remembering/Understanding  
--Write 5 sentences using this week's vocabulary words

2) Quick Write (15 min)  
-- Creating/Evaluating  
If you could have anything in world, what would it be? What would the positive and negative consequences be?  
What would you like to do but cannot because of your age? What would be the positive and negative consequences be?

3) Share Quick Write answers (10 min)  
-- Be sure to guide students to understand the positive and negative consequences.

4) Springboard 1.22 -- Poor Choices (55 min) -- Analyzing  
--As you "Popcorn" read "Phaethon", have students highlight anything that shows Phaethon's character.  
--Students will complete the graphic organizer analyzing Phaethon's choices and character.

Assessment:

Homework:  
N/A

Materials Needed:

## Standards/Learning Targets:

I can compare and contrast written stories to other media

Academic Vocabulary:  
mythology, hero's journey

Activities/Bloom's Level/Indicators of Engagement:

1) Vocabulary Quiz 7-4 (20 min)  
- Remembering/Understanding

2) SSR (10 min)

3) Greek Gods and Goddesses Assessment (15 min) -- Remembering/Understanding

4) View Greek Gods and Goddesses Video (40 min) -- Evaluating  
--Discuss any similarities between the videos, "Phaethon" and "Daedalus and Icarus"

Assessment:  
Vocabulary Quiz - MINOR  
Greek Gods Assessment - DAILY x 2

Homework:  
N/A

Materials Needed:  
Vocabulary Quiz  
Greek Gods and Goddesses Assessment  
Greek Gods Short Video

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Day 25

Tuesday, September 30, 2014  
Day 26

Wednesday, October 01, 2014  
Day 27

Thursday, October 02, 2014  
Day 28

Friday, October 03, 2014  
Day 29

Assessment:  
Theme Writing Assignment - Formative

Homework:  
N/A

Materials Needed:  
Wanted Poster Guidelines, Wanted Poster  
Information

Monday, September 29, 2014

Day 25

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Day 26

Wednesday, October 01, 2014

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Friday, October 03, 2014

Day 29

English Language Arts and Reading,  
Grade 7

English Language Arts and Reading,  
Grade 7

English Language Arts and Reading,  
Grade 7

English Language Arts and Reading,  
Grade 7

English Language Arts and Reading,  
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