

C. Whiten /7th Grade Language Arts/August 14-18, 2017

Standard(s)	ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Essential Questions Or "I Can..." statements	Monday How do you improve your writing skills?	Tuesday I can identify the elements of a folktale and summarize the story.	Wednesday How do you determine the meanings of unknown words?	Thursday How does understanding elements of a narrative assist in comprehension?	Friday Why might an author include some dialect even if we don't understand them?
Warm-up	Master Our Vocabulary Mondays Media Center/CLUE presentation from Mrs. Maness	Know Your Grammar Tuesdays Student Success Book Grammar #1	Write Well Wednesdays Student Success Book Writing #1	Throw Back the Facts Thursdays Student Success Book Nonfiction #1	Lit Fit Fridays Student Success Book Literary Elements #1
Opening	CLUE training from Mrs. Maness (netbooks in classroom)	Preview of Collection Students will write two or three sentences about the image and quote on p. 61	First Read Read the Background p. 63 and first reading of the selection "The People Could Fly." Focus on key and critical vocabulary.	Second Read -Review homework -Ask guiding questions from collection	Watch Close Read Screencasts video, p. 64
Work Session	CLUE training from Mrs. Maness (netbooks in classroom)	Assign FYI Students will be assigned an article to read and summarize. 1. <i>Change the Way You Look at Things and the Things You Look at Change</i> 2. <i>What Can Magicians Teach Us about the Brain?</i> 3. <i>How does the way food looks or its smell influence taste?</i>	Students will complete Vocabulary Strategies p. 70 and/or Students will complete vocabulary cards with the following criteria: 1. word 2. definition 3. picture/illustration 4. sentence/example	Discuss <i>Strategies from Annotation</i> , pages 67 & 70. Students will use annotation tools to complete the task.	Assign Close Read Application Questions 1-8
Homework	None	If not completed in class, preview Performance Task and Academic Vocabulary	If not completed in class, complete the odd <i>Analyzing the Text</i> questions p. 69.	If not completed in class, complete the even <i>Analyzing the Text</i> questions p. 69.	None
Closing	CLUE training from Mrs. Maness (netbooks in classroom)	Students will write a personal reflection. (Make a connection with the article and add textual evidence.)	In small groups, students will participate in collaborative discussions p. 67.	Review	Create three test questions for practice quiz
Materials needed	netbooks	Georgia Collections Textbook Printed copies of articles	Georgia Collections Textbook Vocabulary Cards	Georgia Collections Textbook	Georgia Collections Textbook Close Read Application pdf

Assessment for understanding		Writing tasks (summary & response)	Vocabulary Task	Comprehension Questions	Comprehension Questions
Accommodations/ Modifications	Modifications/Accommodations: Read Aloud questions as needed, modified tests as needed, Printed Power Points as needed. Assist with writing, word processor, follow all students' instructional accommodations.				
Technology	<input checked="" type="checkbox"/> SMART Board <input type="checkbox"/> Doc Camera <input checked="" type="checkbox"/> Comp/Laptop <input type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input type="checkbox"/> Doc Camera <input type="checkbox"/> Comp/Laptop <input type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input type="checkbox"/> Doc Camera <input type="checkbox"/> Comp/Laptop <input type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input type="checkbox"/> Doc Camera <input type="checkbox"/> Comp/Laptop <input type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> SMART Board <input type="checkbox"/> Doc Camera <input type="checkbox"/> Comp/Laptop <input type="checkbox"/> Student Device <input type="checkbox"/> Stud Response <input type="checkbox"/> Other:
Teaching Strategies used with today's lesson:	Higher order thinking skills required of the students: Knowledge Differentiation: Tiered Assignments Grouping: Traditional Grouping	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Small Group	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Small Group	Higher order thinking skills required of the students: Analysis Differentiation: Tiered Assignments Grouping: Traditional Grouping	Higher order thinking skills required of the students: Analysis Differentiation: Tiered Assignments Grouping: Small Group