

C. Whiten /7th Grade Language Arts/August 21-25, 2017

Standard(s)	ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). 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.	ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	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. ELAGSE7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). ELAGSE7RI7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Essential Questions Or "I Can..." statements	Monday Why is it important to adapt your speech when speaking before an audience?	Tuesday How does understanding elements of a narrative assist in comprehension?	Wednesday How do you summarize a text?	Thursday What strategies do you use when you get "stuck" while reading?	Friday Why are some stories more engaging than others?
Warm-up	Master Our Vocabulary Mondays Student Success Book Vocabulary #2	Know Your Grammar Tuesdays Student Success Book Grammar #2	Write Well Wednesdays Student Success Book Writing #2	Throw Back the Facts Thursdays Student Success Book Nonfiction #2	Lit Fit Fridays Student Success Book Literary Elements #2
Opening	Assign Extend and Reteach Discuss "Prepare for a Dramatic Reading" and "Analyze Story Elements: Folktales" TE p. 70a. <i>Video: Folktale: Anansi Tries to Steal All the Wisdom in the World read by Nick Canon</i> https://www.youtube.com/watch?v=zG9eknk6mqw	Selection Test Students will be given the selection test .	Assign Close Reader Introduce "Heartbeat" by David Yoo (TE p. 70b & 70c.) Discuss background information, vocabulary, literary elements, and summarization strategies.	Continue Close Reader Continue reading "Heartbeat" by David Yoo (TE p. 70b 70c) -Complete comprehension questions and close reading activities pages 25-30.	Preview short story, "Thank you, Ma'am." What will this story be about?
Work Session	Assign Performance Task, p. 69. *With a small group, do a dramatic reading of "The People Could Fly," using the text of the folk tale as a script.	Students will complete vocabulary cards with the following criteria: 1. word 2. definition 3. picture/illustration 4. sentence/example	Read and Cite Text Evidence As students read, they will underline the most important idea on the page to include in a summary of Heartbeat's efforts to gain weight.	Cite Text Evidence Write a brief summary of the plot of "Heartbeat." Review your reading notes, and use your own words to answer who, when, where, and what happened. Cite text evidence to support your response.	Read short story as a class. Why is Mrs. Jones' acting this way? Watch short film of the story. Compare and contrast story and video. Venn diagram

Homework	Reread selection and review questions	Finish vocabulary cards	None	None	None
Closing	Media Center to check out books	Review	Review key events/story map.	Students will share their summaries with the class for feedback.	Turn in compare/contrast work.
Materials needed	Georgia Collections Textbook	Georgia Collections Textbook Printed copies of selection test Vocabulary Cards	Georgia Collections Textbook Close Reader Workbook pages 25-30	Georgia Collections Textbook Close Reader Workbook pages 25-30	Georgia Collections Textbook Short story
Assessment for understanding	Informal Observations	Selection Test	Close Reading Annotations	Summary	Informal Observations
Teaching Strategies used with today's lesson:	Higher order thinking skills required of the students: Synthesis Differentiation: Tiered Assignments Grouping: Small Group	Higher order thinking skills required of the students: Application Differentiation: Scaffolding Grouping: Whole Group	Higher order thinking skills required of the students: Analysis Differentiation: Scaffolding Grouping: Traditional Grouping	Higher order thinking skills required of the students: Analysis Differentiation: Scaffolding Grouping: Traditional Grouping	Higher order thinking skills required of the students: Comprehension Differentiation: Acceleration/Previewing Grouping: Whole Group