

## C. Whiten/7<sup>th</sup> Grade Language Arts/October 23-27, 2017 --- Week 2-3

<b>Standard(s)</b>	<p><b>ELAGSE7RL3:</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p><b>ELAGSE7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>ELAGSE7RL3:</b> Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p><b>ELAGSE7RL1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>ELAGSE7W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p><b>ELAGSE7W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences</p>	<p><b>ELAGSE7L6:</b> 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.</p> <p><b>ELAGSE7RI10:</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<b>Essential Questions Or "I Can..." statements</b>	<p><b>Monday</b></p> <p>How can setting influence the characters and plot?</p>	<p><b>Tuesday</b></p> <p>I can recognize how the setting influences the characters and plot.</p>	<p><b>Wednesday</b></p> <p>What makes some stories more engaging than others?</p>	<p><b>Thursday</b></p> <p>What makes some stories more engaging than others?</p>	<p><b>Friday</b></p> <p>Before Reading Poll: <i>Because Bhutan was isolated from the rest of the world, change was slow to reach the small country. Then, the Bhutanese government decided to modernize the nation.</i></p> <p><i>What do you think?</i></p> <p><i>It is better for things to change than to stay the same.</i></p>
<b>Warm-up</b>	<p>Clause or Phrase</p> <p><i>See attachment!</i></p>	<p>Independent or Dependent(Subordinating) Clauses</p> <p><i>See attachment!</i></p>	<p>Subordinating or Coordinating Conjunction</p> <p><i>See attachment!</i></p>	<p>Simple, Compound, or Complex Sentences</p> <p>Student Success Book p. 10 #7 &amp; #8</p>	<p>Pre-teach any grade-appropriate academic and/or cross-disciplinary terms. Make sure that students understand the definitions and are comfortable pronouncing and reading the words.</p>
<b>Opening</b>	<p>Introduce "Big Things Come in Small Packages" from students' Close Readers. Have students read the background information about the author. Discuss how elements of a story interact.</p> <p><b>Reciprocal Teaching</b></p> <p>Students will be assigned roles to complete as they read the selection.</p> <p><a href="https://www.youtube.com/watch?v=vsfzZKMickl">https://www.youtube.com/watch?v=vsfzZKMickl</a></p>	<p>Review elements of the narrative, "Big Things Come in Small Packages."</p> <p>Discuss how annotating the text enhances comprehension.</p> <p>Students will finish reading the text "Big Things Come in Small Packages" and complete close reading activities.</p>	<p>Introduce mythical creatures writing task. Explain that each story must include the elements of a plot.</p> <p><b>A successful narrative</b></p> <ul style="list-style-type: none"> <li>• Introduces and develops characters and a setting</li> <li>• Establishes, develops, and resolves a conflict</li> <li>• Contains a plot with a well-structured and logical sequence</li> <li>• Uses dialogue, pacing, and relevant descriptive details</li> <li>• Uses transitions to convey sequence</li> <li>• Provides a conclusion that flows from the story events and reflects a theme, or message, about life.</li> </ul>	<p>Discuss the use of dialogue and descriptive language/sensory details to keep the readers engaged.</p> <p>Students will present their narratives during an oral reading Monday, October 30<sup>th</sup> and/or Wednesday, November 1<sup>st</sup>.</p>	<p><b>Lab 304</b></p> <p>Achieve 3000 Article <b>"Just a Story...or Is It?"</b></p> <p>Pull up a map and show students the location of Bhutan. Point out that Bhutan is a small country in South Asia, nestled between China and India. Tell students that Bhutan is located in the Himalayan Mountains and has elevations topping 24,000 feet. Explain that until recently, Bhutan remained isolated from the rest of the world because of its remote location and rugged terrain.</p> <p>In today's lesson, students will learn that after Bhutan's government started allowing access to television and the Internet, the Bhutanese culture began changing rapidly. Many traditional ideas and values were challenged. Some people embraced the changes, while others wanted to hold on to their old ways.</p>

<b>Work Session</b>	Students will read the article and provide feedback for their assigned roles.	Students will continue completing the close reading activities.	Students will work on their narratives. (Complete plot diagram)	Students will edit and publish their narratives.	Have students go through the 5-Step Routine at their independent level. Tell students that as they read, they should use the Reading Connection called Setting the Purpose to write about what life was like in Bhutan in the past and what it is like today, including facts and details about Bhutanese customs, beliefs, and culture. Students can use this information to draft their answers to the Thought Question. After students write their Thought Question drafts, have them click on Finish Later so they can modify their responses at a later time.
<b>Homework</b>	None	None	None	None	None
<b>Closing</b>	Students will create an answer board that they will share with the class.	Written Response: Was Tucker the hero that everyone thought him to be, or was Richard mostly responsible for the rescue? Cite textual evidence to support your opinion.	Students will share their engaging leads with the class.	Questions about your narratives/the editing process?	Cite Evidence Ask students if they agree or disagree with the Poll statement, encouraging them to provide specific evidence from the texts, their own background knowledge, or discussions to support their opinions. Ask students whether their opinions changed over the course of the lesson, and if so, why.
<b>Materials needed</b>	Georgia Collections Textbook HMH Close Readers Reciprocal teaching roles	Georgia Collections Textbook HMH Close Readers	Georgia Collections Textbook Mythical Creatures Writing Tasks Narrative Writing Rubric	Georgia Collections Textbook Mythical Creatures Writing Tasks	Achieve 3000 articles
<b>Assessment for understanding</b>	Reciprocal Teaching Responses	Written Response	Narrative Writing Task	Narrative Writing Task	Text-based Questions