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| Peachtree Charter Middle School |
| **Teacher:****Co-Teacher/Para:** | Mr.Henley | Week of: September 18th-September 22nd | Unit Implementation Week: Example: Week 5 |
| **Course:** | English/Language Arts | Unit Name: Exploring Narrative |  |
| **Priority Standards:****(content specific)** | ELAGSE7RL3: ANALYZE how particular elements of a story or drama interact., (e.g., how settings shape the characters or plot)ELAGSE7RL3: ANALYZE how author develops and contrasts the points of view of different characters or narrators in a text.ELAGSE7RI3: ANALYZE the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals orevents, or how individuals influence ideas or events).ELAGSE7W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task,purpose, and audience. |
| **Supporting Standards:****(content specific)****In this section, the teacher will provide the unit-based SUPPORTING standard(s) that are relevant to the weekly lesson.** | ELAGSE7RL3: ANALYZE how particular elements of a story or drama interact.ELAGSE7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotativemeanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poemor section of a story or drama.ELAGSE7RL5: Analyze how a dramas or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.ELAGSE7RL6: ANALYZE how an author develops and contrasts the points of view of different characters or narrators in a text.ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well asinferences drawn from the text.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.ELAGSE7RI3: ANALYZE the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals orevents, or how individuals influence ideas or events).ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well asinferences drawn from the text.ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text;provide an objective summary of the text.ELAGSE7RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,and technical meanings; analyze the impact of a specific word choice on meaning and tone.ELAGSE7W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task,purpose, and audience. |
| **Non-Content Standards:****(WIDA, Interdisciplinary standards, literacy, etc.)** | ***N/AX*** |
| **Learning Targets:** **(what learners will be able to do at the end of the learning activity)** | ***In this section, the teacher will specify what the students will specify what the students will know and be able to do at the end of the weekly lesson. Targets can be pulled directly from the DCSD curriculum unit plans (unwrapped priority standards).*** |
| **Essential Question(s):****(addresses philosophical foundations; contains multiple answers; provide inquiry)** |  1. Why do readers analyze and need to understand the elements of a story?2. Why is it important for a reader to understand characters’ and narrator’s points of view?3. How does a writer use interactions of individuals, events, and ideas and organization to develop of a piece of writing?4. How and why should writers use an organized structure and style? |
| **Big Idea(s):****(main ideas, foundational understandings, conclusions or generalizations0** | ***I1. Each element contributes to the development of a story and character development.******2. Points of view of characters or narrators help readers to develop a deeper understanding of the characters their******perspectives.******3. The writer uses the interactions of individuals, events and ideas to influence one another and develop the writing******4. Writers must incorporate organization and style to present ideas logically for the task, purpose, and audience.*** |
| **Academic Vocabulary:** | Academic Vocabulary: Sadlier Oxford Level A - Unit 4 |
| Unit Specific Vocabulary: factopinionchronologicalcitecoherenceanalyzeevidenceinteractiondevelopmentorganizationtextual evidence |
| **STEM** **Interdisciplinary Integration:** | ***N/A*** |
| **Engaging Performance Scenario:** | Suddenly, a time machine has landed at your school’s front door. A historical figure that you recently read about has emerged andhe/she is lost in time. You must help this character by creating a present-day sequel to his/her story through an illustrated narrative.Your narrative must provide major events and different points of view of today’s history and change the main character’s point-ofviewfrom the original story. You must show understanding of the historical text you are studying by creating a plot diagram. |
| Resources:(weekly materials chosen to support teaching and learning) | Textbooks |  | Lab Materials |  | Manipulatives | Other: (List the other resources below.) |
| Audio/Visual Aids |  | Course syllabus |  | Internet (Tech) |  |
| Handouts |  | Dictionaries |  | Electronic Devices |  |
| White Boards |  | Video Clips |  | Promethean Board |  |
| Daily Lesson Plan for Monday |
| Pre-Instructional Activity: | ***What is Inference?***  |
| Opening (ENGAGE):(introduces the lesson; summarizes previous lesson; clarifies misconceptions) | ***Ten-Minute Grammar: Capitalization Day 2*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE):(contains the mini lesson; allows students to practice concept; assesses student learning | ***Vocabulary:******Animal Farm:******English/Language Arts:*** |
| CLOSING: (EVALUATE):(summarizes the lesson; ensures understanding, clarifies misconceptions) | ***???Questions???*** |
| HOMEWORK | ***1) Complete Synonyms & Antonyms Vocabulary Activity*** ***2) Complete Inference Activities***  |
| Daily Lesson Plan for Tuesday |
| Pre-Instructional Activity: | What is Chronological Order?  |
| Opening (ENGAGE): | ***Ten-Minute Grammar: Capitalization Day 3*** |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Work Period Details:******TW…in order to…******SW… in order to…*** |
| CLOSING: (EVALUATE) | ???Questions??? |
| HOMEWORK | 1) Complete Synonyms & Antonyms Vocabulary Activity 2) Complete Inference Activities  |
| Daily Lesson Plan for Wednesday |
| Pre-Instructional Activity: |  What is Chronological Order?  |
| Opening (ENGAGE): | Ten-Minute Grammar: Capitalization Day 4 |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Work Period Details:******TW…in order to…******SW… in order to…*** |
| CLOSING: (EVALUATE) | ???Questions??? |
| HOMEWORK | 1) Complete Synonyms & Antonyms Vocabulary Activity 2) Complete Inference Activities  |
| Daily Lesson Plan for Thursday |
| Pre-Instructional Activity: |  What is Chronological Order?  |
| Opening (ENGAGE): | Ten-Minute Grammar: Capitalization Day 5 |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Work Period Details:******TW…in order to…******SW… in order to…*** |
| CLOSING: (EVALUATE)???Questions??? | ???Questions??? |
| HOMEWORK | 1) Complete Synonyms & Antonyms Vocabulary Activity 2) Complete Inference Activities  |
| Daily Lesson Plan for Friday |
| Pre-Instructional Activity: |  What is Chronological Order?  |
| Opening (ENGAGE): | Vocabulary Review |
| WORK PERIOD (EXPLORE/EXPLAIN/EXTEND/ELABORATE): | ***Work Period Details:******TW…in order to…******SW… in order to…*** |
| CLOSING: (EVALUATE)???Questions??? | ???Questions??? |
| HOMEWORK | 1) Complete Synonyms & Antonyms Vocabulary Activity 2) Complete Inference Activities  |
| Differentiated Instruction(content, process, product) | Assessment Evidence(formative, summative) |
| ***In this section, the teacher will provide a description of the way in which they differentiate their lesson for their students-content, process or product. The description does not need to be student specific. Also, teachers who have co-teachers can summarize their lesson contribution here.***  | ***In this section, the teacher will identify any planned assessments and explain the assessments that were used during the week.*** ***Common Assessments******Unit Assessments******Summative/Formative Assessments******Illuminate*** ***Paper/Pencil*** |
| *Adapted from the DCSD RCD Aligned Lesson Plan Template 8.31.17* |

Additional Resources as Needed

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| *in the areas below, place an “x” in the boxes to indicate selected strategies and resources* |
| **Research Based Instructional Strategies:****(weekly strategies chosen to guide teaching and learning)** | **OPENING: Engaging instructional activity** | Activate Prior Knowledge |  | Questioning(Raises questions) |  | Clarify Previous Lesson |  | Phenomenon |  |
| Provide Feedback |  | Scaffold Instruction |  | Create Interest |  | Other: |  |
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| **WORK PERIOD:****Exploring, Explaining, Extending, and Elaborating** | Facilitate Learning |  | Academic Discussions |  | Cooperative Learning |  | Other: |  |
| Demonstrate/Model |  | Generating and Testing Hypotheses |  | Independent Learning |  | Other: |  |
| Explain/Apply/Extend concepts and skills |  | High-Level Questioning |  | Interdisciplinary Writing |  | Other: |  |
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| **CLOSING:****Evaluating** | Summarize Lesson |  | Provide Alternate Explanations |  | Respond to EQs |  | Other: |  |
| Allow students to assess their own learning |  | Quick Write |  | 3-2-1/K-W-L |  | Other: |  |
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| Intervention Strategies |
| **Intervention Strategies****(Tiers 1, 2.3)****Additional Support in the Classroom** | **Specifically Designed Instruction for the Exceptional Education Students** | **Strategies for English Language Learners** |
|  | Re-voicing |  | Conferencing  |  | Visuals/ Realia |
|  | Explaining |  | Additional time |  | Front-loading |
|  | Prompting for participation |  | Small group collaboration |  | Echoing/Choral Response |
|  | Challenging or countering |  | Modify quantity of work |  | Color-coding |
|  | Asking “Why?” “How” |  | Take student’s dictation |  | Multiple exposures in different media |
|  | Reread |  | Scaffold Information |  | Pair-share |
|  | Practice new vocabulary |  | Differentiated content/process/product |  | Modeling |
|  | Assistive technology |  | Consistent reward system |  | Language scaffolds: eg, sentence frames |
|  | Pre-teach & re-teach in a different way |  | Refer to student’s IEP or 504 Plan |  | Deconstruct complex sentences |
|  | Use of manipulatives |  | Assistive technology |  | Increase student-to-student talk |
|  | Collaborative work |  |  |  | Strategies vocabulary instruction |
|  | Create differentiated text sets |  |  |  | Additional Think Time |
| **Gifted-Extensions for Learning** |
| **Tier 1** |
|  | Flexible-Learning Groups |  | Varied Pacing with Anchor Options |  | Varied Supplemental Materials |
|  | Choice of Books |  | Work Alone or Together |  | Computer Mentors |
|  | Homework Options |  | Flexible Seating |  | Think-Pair-Share |
|  | Use of Reading Buddies |  | Varied Scaffolding |  | Open-Ended Activities |
|  | Various Journal Prompts |  | Varied Computer Programs |  | Explorations by Interest |
|  | Student/Teacher Goal Setting |  | Design-A-Day |  |  |
| **Tier 2** |
|  | Gifted Educ Cluster Classes |  | Alternative Assessments |  | Community Mentorships |
|  | Gifted Educ Collaboration Classes |  | Subject Advancement within class |  | Stations |
|  | Tiered Activities and Products |  | Curriculum Compacting |  | Group Investigations |
|  | Use of Literature Clubs |  | Tiered Centers |  | Assess Students in Multiple Ways |
|  | Multiple Testing Options |  | Spelling by Readiness |  | Student Choice |
|  | Multinple Texts |  | Varying Organizers |  | Simulations |
| **Tier 3** | **Tier 4** |
|  | Advanced Content( all core content) |  | Above grade level accelerated (all core content) |
|  | Resource Classes |  | Advanced Placement Classes |
|  | Independent/Directed Study |  | International Baccalaureate Classes |
|  | Socratic Seminars |  | Internships/Mentorships |
| **21st Century Learning Skills: (weekly strategies chosen to guide student engagement)** | Teamwork and Collaboration |  | Innovation and Creativity |  | Accessing and Analyzing Information |  |
| Initiative and Leadership |  | Critical Thinking and Problem-Solving |  | Effective Oral and Written Communication |  |
| Curiosity and Imagination |  | Flexibility and Adaptability |  | Other:  |  |
| *Adapted from the DCSD RCD Aligned Lesson Plan Template 8.31.17* |