Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **February 27, 2017** | **Tuesday**  **February 28, 2017** | **Wednesday**  **March 1, 2017** | **Thursday**  **March 2, 2017** | **Friday**  **March 3, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  A Series of Unfortunate Events – Book 1 | Instructional ELA  Leveled Reading  A Series of Unfortunate Events – Book 1 | Instructional ELA  Leveled Reading  A Series of Unfortunate Events – Book 1 | Instructional ELA  Combine Instructional ELA Classes ~ Melissa Castillo  Melcast PD & Mr. Howard | Instructional ELA  Combine Instructional ELA Classes ~ Melissa Castillo  Melcast PD |
| **Standard** | RI. 7.7.—Compare and contrast a text to another text, audio, video, or multimedia version of the text. | RI. 7.7.—Compare and contrast a text to another text, audio, video, or multimedia version of the text. | RI. 7.7.—Compare and contrast a text to another text, audio, video, or multimedia version of the text. | RI 07. 04—Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | W. 07.07—Conduct short research projects to answer a question, drawing on several sources and generating additional, related, focused questions for further research and investigation. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to read and discuss book ~ A Series of Unfortunate Events and begin to watch Movie ~ A Series of Unfortunate Events. Students will begin to compare and contrast different main ideas and supporting details from the Book and Movie. Additionally, vocabulary used throughout both texts will be compared. | Students will be able to read and discuss book ~ A Series of Unfortunate Events and begin to watch Movie ~ A Series of Unfortunate Events. Students will begin to compare and contrast different main ideas and supporting details from the Book and Movie. Additionally, vocabulary used throughout both texts will be compared. | Students will be able to read and discuss book ~ A Series of Unfortunate Events and finish Movie ~ A Series of Unfortunate Events. Students will begin to share ideas from Venn Diagram and compare/contrast different main ideas and supporting details from the Book and Movie. Additionally, vocabulary used throughout the text and movie will be analyzed and discussed. | Students will be able to determine the meaning of unknown words, phrases, and ideas as they are introduced. Students will be able to respond by finding evidence, using active participation, activating prior knowledge, reading, and by discussing —St. Patrick’s Day. Within A/B partnerships and whole group, will create Type 1 writing, word splash, use word clues, and identify vocabulary. | Students will be able to listen to and read along with book-on-tape—St. Patrick’s Day in the Morning. Students will respond to the text by finding evidence, using active participation, activating prior knowledge, reading, and discussing text within A/B partnerships then whole group. Students will use Chromebooks to further answer 8- questions on green notecards. Teacher will provide 2-examples and model expectations of writing. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will discuss and write using a Venn Diagram. | Students will discuss and write using a Venn Diagram. | Students will discuss and write using a Venn Diagram. | Students will engage effectively in a range of collaborative discussions with diverse partners. | Students will respond to the text by listening, speaking, and writing. |
| **I Can** | I can compare and contrast A Series of Unfortunate Events. | I can compare and contrast A Series of Unfortunate Events. | I can compare and contrast A Series of Unfortunate Events. | I can determine the meaning of unknown vocabulary words related to St. Patrick’s Day. | I can respond to the text St. Patrick’s Day in the Morning by listening and writing. |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |

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|  | **Monday**  **March 6. 2017** | **Tuesday**  **March 7, 2017** | **Wednesday**  **March 8, 2017** | **Thursday**  **March 9, 2017** | **Friday**  **March 10, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Snow Day | Snow Day |
| **Standard** | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W.7.1.a - Write arguments to support claims with clear reasons and relevant evidence by presenting opposing claims and organizing information. | Snow Day | Snow Day |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41.  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | After Reading H/O P. 4  Comprehension Check  Write About It.  Students will be able to take a position to support a claim using reasons and evidence. Students will be able to organize information and present it by writing a paragraph. | Snow Day | Snow Day |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will respond by writing to describe. | Students will respond by writing using vocabulary to explain. | Students will respond by reading, writing, and discussing text. | Snow Day | Snow Day |
| **I Can** | I can write to explain or inform about Mount Everest. | I can write about Mount Everest using specific vocabulary. | I can write an argument to support a claim. | Snow Day | Snow Day |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |

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|  | **Monday**  **March 13, 2017** | **Tuesday**  **March 14, 2017** | **Wednesday**  **March 15, 2017** | **Thursday**  **March 16, 2017** | **Friday**  **March 17, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Schoolwide  Writing Prompt | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  M-STEP and  MI-ACCESS  Practice – Chromebooks |
| **Standard** | Instructional ELA  Schoolwide  Writing Prompt | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W.7.1.a - Write arguments to support claims with clear reasons and relevant evidence by presenting opposing claims and organizing information. | Instructional ELA  M-STEP and  MI-ACCESS  Practice – Chromebooks |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Instructional ELA  Schoolwide  Writing Prompt | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41.  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | After Reading H/O P. 4  Comprehension Check  Write About It.  Students will be able to take a position to support a claim using reasons and evidence. Students will be able to organize information and present it by writing a paragraph. | Instructional ELA  M-STEP and  MI-ACCESS  Practice – Chromebooks |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Instructional ELA  Schoolwide  Writing Prompt | Students will respond by writing to describe. | Students will respond by writing using vocabulary to explain. | Students will respond by reading, writing, and discussing text. | Instructional ELA  M-STEP and  MI-ACCESS  Practice – Chromebooks |
| **I Can** | Instructional ELA  Schoolwide  Writing Prompt | I can write to explain or inform about Mount Everest. | I can write about Mount Everest using specific vocabulary. | I can write an argument to support a claim. | I can practice the M-STEP and MI-ACCESS Test  On the – Chromebooks. |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |

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|  | **Monday**  **March 20, 2017** | **Tuesday**  **March 21, 2017** | **Wednesday**  **March 22, 2017** | **Thursday**  **March 23, 2017** | **Friday**  **March 24, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Project – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Read, Think, Write  Tsunamis | Instructional ELA  Leveled Reading  Read, Think, Write  Tsunamis | Instructional ELA  Leveled Reading  #7 Tornadoes | Instructional ELA  Leveled Reading  A Series of Unfortunate Events – Episode 3 |
| **Standard** | L.PR.07.05- Respond to the text when listened to or viewed knowledgably, by discussing, illustrating, and/or writing in order to answer questions, offer opinions, & solutions. | RL. 7.1—Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | W. 7.3—Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. | R.WS.06.07—In context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. | RL. 7.9- Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to read, listen to, discuss, and respond to the text. Students will then create/build their Mount Everest, complete with labeling each of the Camps. Students will use newly learned information and book – Survivor- to respond to the text using visualization poster. | Students will be able to participate in leveled reading groups Thinking, Reading, and Writing about Tsunamis. Students will participate in brainstorming activity, discussion/sharing, cite evidence, writing about the text, locating textual evidence, draw inferences based on what the text says, provide responses using complete sentences, and evaluate the quality of one’s own work. | Students will be able to participate in leveled reading groups Thinking, Reading, and Writing about Tsunamis. Students will participate in brainstorming activity, discussion/sharing, cite evidence, writing about the text, locating textual evidence, draw inferences based on what the text says, provide responses using complete sentences, and evaluate the quality of one’s own work. | Students will be able to determine the meaning of words, phrases, and content vocabulary throughout reading Tornadoes. Students will participate within their A/B partnerships, verbally share ideas and predictions, and locate the key words/ideas DIRECTION, UPSHAFT, VACUUM, VIOLENT, and DESTRUCTION. Students will relate this vocabulary to terms they are already familiar with and share personal examples. | Students will be able to compare and contrast the book—A Series of Unfortunate Events and the New Net Flix Series (Rated PG) of—A Series of Unfortunate Events. Students will be comparing time, place, characters, and point of view.  A Series of Unfortunate Events – Episode 3. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will listen, write, and label to display understanding. | Students will respond by reading, writing, and discussing text. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to discuss and collaborate orally with a partner and group. |
| **I Can marketing-target-winner-2-4677015[1]** | I can respond to the text by illustrating and building Mount Everest. | I can cite textual evidence using quotation marks. | I can write a narrative about Tsunamis. | I can determine the meaning of unknown words and phrases. | I can compare and contrast a book and a movie. |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |

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|  | **Monday**  **March 27, 2017** | **Tuesday**  **March 28, 2017** | **Wednesday**  **March 29, 2017** | **Thursday**  **March 30, 2017** | **Friday**  **March 31, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  #8 Blizzards | Instructional ELA  Leveled Reading  #9 Avalanches | Instructional ELA  Leveled Reading  #10 Forest Fires | Instructional ELA  Leveled Reading  Guided Note Taking  Natural Disasters | Instructional ELA  Leveled Reading  A Series of Unfortunate Events – Episode 4 |
| **Standard** | RL. 7.1—Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | R.NT.07.05—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. | R.WS.06.07—In context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | RL. 7.9- Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to participate in leveled reading groups while reading text – Blizzards. Students will participate in brainstorming activity, discussion/sharing, cite evidence, writing about the text, locating textual evidence, draw inferences based on what the text says, provide responses using complete sentences, and evaluate the quality of one’s own work. | Students will be able to respond to the text by finding evidence using active participation, activating prior knowledge, reading, and discussing text—Avalanches. Students will work within a group, partnership, and whole class. Students will find evidence, discuss, illustrate, and/or write to reflect, make connections, take a position, and/or show understanding. | Students will be able to determine the meaning of words, phrases, and content vocabulary throughout reading Forest Fires. Students will participate within A/B partnerships, verbally share ideas and predictions, and locate the key words/ideas destruction, flame, crews, satellites, arson, charred, and rapidly. Students will relate this vocabulary to terms they are already familiar with and share personal examples. | Students will be able to organize details and facts based upon information read, discussed, and written throughout Natural Disaster unit. Students will be able to organize information and create a mini-summary describing 3-5 experiences or events that were read about within each disaster. Graphic organizer pages 1-4 provided and updated weekly using newly acquired information. Colored visual representation of each will be included. | Students will be able to compare and contrast the book—A Series of Unfortunate Events and the New Net Flix Series (Rated PG) of—A Series of Unfortunate Events. Students will be comparing time, place, characters, and point of view.  A Series of Unfortunate Events – Episode 4. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will respond by reading, writing, and discussing text. | Students will respond by reading, writing, and discussing text. | Students will be able to discuss and collaborate orally with a partner and group. | Students will read, review, discuss, speak, and write. | Students will be able to discuss and collaborate orally with a partner and group. |
| **I Can marketing-target-winner-2-4677015[1]** | I can cite textual evidence using quotation marks. | I can respond to the text by taking notes and reflection. | I determine the meaning of words and phrases. | I can organize details and facts from each Natural Disaster. | I can compare and contrast a book and a movie. |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available. | | | | |