|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Date: December 8-12, 2014** | | | | | | | **Teacher: Sue Finley**  **Grade: 7th** | | | | | | Subject/ Unit: ELA | | | | | | |
| **GPS**: ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).  ELACC7L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | | | | | | | | | | | | | | | | |
| **Essential Question(s): How can I determine the theme of a story? How do the author’s background and life experiences impact his/her writing?** | | | | | | | | | | | | | | | | | | | |
| **Vocabulary: Theme, literary elements, setting, plot** | | | | | | | | | | | | | | | | | | | |
| **Activating Learning Strategies:** | | | | | | | | | | **Cognitive Teaching Strategies (the actual lesson):** | | | | | | | | | |
| Anchor Chart | | | | Structured Notes | | | | | 5-3-1 | Lecture | | | | | Graphic Organizer | | | | Poems, Rhymes, Lyrics |
| KWL | | | | Possible Sentence | | | | | Think-Pair-Share | Reading | | | | | Pictograph | | | | Acronyms/Word Links |
| Survey | | | | Concept Map | | | | | Vocab. Overview | Model | | | | | Diagram | | | | Hands-on |
| First Word | | | | Frayer Model | | | | | Brainstorm | Mind Map | | | | | Visual Chain | | | |  |
| Word Map | | | | Anticipation Guide | | | | | Brainstorm & Category | Other | | | | |  | | | |  |
| Word Splash | | | | Draw and Picture | | | | | Circle Map |  | | | | |  | | | |  |
| KWL Plus | | | | Directed Rdg/Thinking Act | | | | | Other |  | | | | |  | | | |  |
| **Procedural Content –**  **Application / Activity** | **Monday, December 8** | | **Tuesday, December 9** | | **Wednesday, December 10** | | | | | | | **Thursday, December 11** | | | | | **Friday, December 12** | | |
|  | **Warm**-up: DOL  Grammar: End punctuation and direct address  Introduce “A Christmas Carol”—setting & vocab.  Charles Dickens bio:  <http://app.discoveryeducation.com/player/view/assetGuid/6E660614-4CC3-476F-B5B0-015E586772EB> | | **Warm**-up: DOL  Grammar: End punctuation and direct address  Audio: <https://www.youtube.com/watch?v=K_kjc71r7c0> | | **Warm**-up: DOL  Grammar: End punctuation and direct address  Audio: <https://www.youtube.com/watch?v=K_kjc71r7c0> | | | | | | | **Warm**-up: DOL  Grammar: End punctuation and direct address  Audio: <https://www.youtube.com/watch?v=K_kjc71r7c0> | | | | | RTI & DOL quiz  “A Christmas Carol” vocabulary quiz, word search, and crossword puzzle | | |
| **Reteaching, Enrichment, Acceleration:**  **Brain Pop for early finishers**  **Holt online interactive quizzes**  **Study Island**  **Tasks** | | | | | | | | **Assessment:**  Rubric -Task  Other quiz  Formal -TEST or TASK | | Questioning  Informal | | | | **Differentiation:**  **\*Assignments, quizzes, tests, and tasks are differentiated by level of difficulty based on information/ teacher observation( A- Low, B- medium -C- high)**  **\*Small group instruction**  **\*Hands on manipulatives** | | | | | |
| **Summarizing:** | | Ticket Out the Door | | | | | | Study Cards | | 3-2-1 | | | | + - Interesting | | | | Pass out of class | |
|  | | The Important Thing | | | | | | Exit Cards | | Learning Log | | | | Teacher Questions | | | | Other | |
| **Extending and Refining:** | | | | | | | | | | | | | | | | | | | |
| Cause and Effect | | | | | | Compare and Contrast | | | | | Analyzing | | | | | Inductive Reasoning | | | |
| Classifying | | | | | | Writing Prompt | | | | | Error Analysis | | | | | Deductive Reasoning | | | |
| Abstracting | | | | | | Constructing Support | | | | | Other- Solving | | | | | | | | |