7th grade AC ELA Plans for the week of 2/27/17

Ms. Fronk

**Monday 2/27/17**

EQ: How can students write an interesting and helpful book review?

Opener: Recovery Options and Preview for the Week

Work: Biblionasium Day in MC. Students will write a book review

Closing:

Differentiation:

Standard: ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Homework:

**Tuesday 2/28/17**

EQ: What makes a persuasive essay different from other essays?

Opener: Pass out folders. Students will correctly complete cover sheet and glue on folder.

Work: Begin Reading/Writing Intervention Week #3. Read The Persuader graphic short story as a play (parts assigned.)

Closing: Choice review board with the following takeaways: 1. Persuasive essays make a point (thesis statement) 2. What is the difference between fact and opinion? 3. An argument needs to be supported (how do you know how much?) 4. Why should we care about persuasive writing?

Differentiation: Students will differentiate their reading process of the graphic short story The Persuader.

Standard: 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.

Homework: none

**Wednesday 3/1/17**

EQ: Why is writing a solid thesis in a persuasive essay so important?

Opener: Practice Proving (choose 1)

Work: Thesis Statements Fact or Opinion with a partner and Rewriting Thesis statements with a partner.

Closing: Review of Thesis Fact or Opinion and Rewriting Thesis statements-choose three students to type the rewrite on screen.

Differentiation:

Standard: ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

Homework: Remainder of Practice Proving is homework due Friday

**Thursday 3/2/17**

EQ: How is reading a persuasive essay a mirror process to writing a persuasive essay?

Opener: Make PPARR bookmark

Work: Model PPARR process when reading essay “Leave Children Alone” Students will choose partner for responses.

Closing: Luck of the Draw to review responses

Differentiation: Modeling the PPARR reading process will provide scaffolding for struggling readers.

Standard: ELAGSE7RI5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas

Homework: Practice Proving is due Friday

**Friday 3/3/17**

EQ: How can I use informational text to write a persuasive essay on a topic?

Opener: You Be the Judge warmup

Work: Read The Teenage Brain w/PPARR bookmark. Prompt/Topic is provided “Because teenager’s brains are still developing, how do teens and parents decide what is the right amount of freedom and responsibility for a teen?” Students will make a point about the prompt and write a thesis with three supports

Closing: Getting started-- Write and share a thesis.

Differentiation: Student work will be differentiate by the process they take to write a solid thesis and determine three supports.

Standard: ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.

Homework: Practice Proving is due Friday