**AC ELA Lesson Plans for Week of 10/10/16**

**B. Fronk**

**Monday 10/10/16**

EQ: What background knowledge can we gain on our author, Edgar Allan Poe?

Opener: Quick introduction of Edgar Allan Poe as author of The TellTale Heart.

Work: Students will complete a webquest posted on my blog in the Business Lab. The webquest asks students to search general information about Poe, several unusual facts and also includes a rhyme analysis of The Raven.

Closing: Three people share one thing they learned today.

Differentiation: By choice

Standard: ELAGSE7W8**:** Gather relevant information from multiple print and digital sources, using search terms effectively; ELACC7RL4 Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or sections of a story or drama.

Homework: Student analysis of Daya’s Sit Still, Look Pretty due Wednesday, October 12th.

**Tuesday 10/4/16**

EQ: Is the narrator in TTH reliable? Why or why not?

Opener: Students will cut and assemble their flip books.

Work: We will begin reading TTH with choice of vocabulary support via graphic organizers. Students will complete setting and main character.

Closing: Choose a Meta-Cognition response from Flip Book

Differentiation: By choice

Standard: ELACC7RL1 Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or sections of a story or drama.

Homework: Student analysis of Daya’s Sit Still, Look Pretty due Wednesday, October 12th.

**Wednesday 10/5/16**

EQ: What pressures are provoking the narrator’s behavior in TTH?

Opener: Complete symbolism in flip book.

Work: Continue reading of TTH and work on Flip Book. Flip books are due Friday. Review and discuss plot and symbolism pages in work session.

Closing: Boom rating for TTH and why?

Differentiation: by choice

Standard: ELACC7RL1 Cite several pieces of text evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELACC7RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or sections of a story or drama.

Homework: Collect homework-analysis of Daya’s Sit Still, Look Pretty.

**Thursday 10/6/16**

EQ: What are the similarities and differences in TTH and Penelope Ann Poe’s Amazing Cell Phone? How does blocking a play change our understanding of the plot?

Opener: Students receive Tic Tac Tale project sheet and play parts on board. Quietly read over the Tic Tale Tale choices and be ready with questions!

Work

Introduce the TTH Tic Tac Tale project.

Students will do a cold reading of the play Penelope Ann Poe’s Amazing Cell Phone. Students will then meet in groups to block out the actions of the characters.

Closing: Three students share one thing they learned today.

Differentiation: by choice

Standard: ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Homework: Flip Books

**Friday 10/7/16**

EQ: What are the similarities and differences in TTH and Penelope Ann Poe’s Amazing Cell Phone? How does blocking a play change our understanding of the plot?

Opener: Boom rating for play and why

Work: Students will present the play Penelope Ann Poe’s Amazing Cell Phone

Closing: Grade Card for Ms. Fronk

Differentiation: by choice

Standard: ELAGSE7SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

 Homework: none