**AC ELA Lesson Plans for Week of 11/28/16**

**B. Fronk**

**Monday 11/28/16**

EQ: What positive things can this class put in your bucket?

Opener: Written conversation--Everyone has a bucket that needs to be filled. What positive things can this class put in your bucket? Essential questions about this class…1. What will we do? 2. How will we behave? 3. How will we succeed?

Work: 1. Reset class procedures. Outline of the next two weeks to complete FFA. 2. Introduce FFA Choice Project, due Monday, December 12th. 3. Finish reading/listening to Progress Report 9.

Closing: Write 1 or 2 “Aha’s” Write 1 or 2 “Huh’s?”

Differentiation:

Standard: 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.

Homework: check blog every night. Begin FFA Choice Project.

**Tuesday 11/29/16**

EQ: How does Keyes use theme and symbols to layer meaning in FFA?

Opener: How do you define theme and symbols/symbolism in literature? Written conversation. Each student begins the answer the prompt. Then after 1 or 2 minutes of writing, they exchange their papers (or pass them around). Then they spend 1-2 minutes responding to the writing/thinking on the paper they receive.

Work: Using theme and symbolism to set a purpose for reading. Progress Report 10 on Audiobook. Tracking sheet for symbols and theme—what repeats? What are you wondering about that? What is the question you have? What could that object mean? Go Deep—Ask questions—is this fair? Whose perspective do I hear? Whose perspective is missing? What are the issues? Who has power?

Closing: Alphabet Chart—each student has to think of one descriptor that begins with the letter they’ve been given to describe today’s reading.

Differentiation:

Standard: 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.

Homework: check blog every night. Work on FFA Choice Project.

**Wednesday 11/30/16**

EQ: How does Keyes use theme and symbols to layer meaning in FFA?

Opener: Take Five for symbols and theme

Work: Sub Plans: Read Progress Report 11 to understand symbols and theme.

Closing: Letter to Ms. Fronk—1. the point of today’s work 2. the steps you took to be successful. 3. what you learned.

Differentiation:

Standard: 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.

Homework: check blog every night. Work on FFA Choice Project.

**Thursday 12/1/16**

EQ: How does Keyes use theme and symbols to layer meaning in FFA?

Opener: Take five for symbols and theme

Work: Progress Report 12 on Audiobook. Reading to understand symbols and theme.

Closing: Students are given a “splash” of the key words from today’s reading. They must write a few meaningful sentences (summarize the learning) using these words.

Differentiation:

Standard: 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.

Homework: check blog every night. Work on FFA Choice Project.

**Friday 12/2/16**

EQ: How does Keyes use symbols to layer meaning in FFA?

Opener: Take Five for symbols and theme

Work: Finish movie started on November 18th.

Closing: Venn Diagram comparing movie and book.

Differentiation:

Standard: 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.

Homework: check blog every night. Work on FFA Choice Project.