7th grade AC ELA Plans for the week of 3/6/17

Ms. Fronk

**Monday 3/6/17**

EQ: What are the parts of a persuasive essay?

Opener:

Work: Students will write rough draft of Persuasive essay using outline provided.

Closing:

Differentiation: Student work is differentiated by product. Each student will produce a persuasive essay on what they feel is the appropriate amount of freedom for a teenager.

Standard: ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th.

**Tuesday 3/7/17**

EQ: Depends on what student’s choose… what are the parts of a persuasive essay? Or How does an author use conflict to build a plot?

Opener: What happened in class yesterday while I was gone? Three sentences please!

Work: 1. Discuss timeline to finish reading/writing intervention week folder. Student choice for class time to work on essay and folder or begin guided notes on types of conflict.

Closing: Choose three words to describe class today and explain why you chose them.

Standard: ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th.

**Wednesday 3/8/17**

EQ: How does a author an use conflict to build a plot?

Opener: In your own words, define conflict! Don’t cheat and look on your phone!

Work: Types of Conflict ppt and partner practice with scenario worksheet.

Closing: Review of partner work with choral responses.

Differentiation: by student choice in working with partner or individually and by individual student response to the direct teaching of conflict.

Standard: ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th.

**Thursday 3/9/17**

EQ: How does background help us understand a complex novel? EG: Maus is a story within a story.

Opener: Choose one of Speigelman’s quotes: “Comics are a gateway drug to literacy.”  Or “Friends? Your friends? If you lock them together in a room with no food for a week…Then you could see what it is, friends! …” and write a response.

Work: Introduction to Maus ppt with guided notes

Closing: Three people/one thing

Differentiation: By student choice in the opener and student choice and product in the work session. Embedded in the quided notes are opportunities for personal response.

Standard: ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th.

**Friday 3/10/17**

EQ: How does building background knowledge help us understand a complex novel?

Opener: Grammar into the Day. Find one simple sentence, one complex sentence and one compound sentence in Chapter 1 of Maus.

Work: 1. Complete introduction to Maus ppt with guided notes. 2. Maus Chapter 1 audiobook with visual panels: <https://www.youtube.com/watch?v=lAvUD2a_kT8> Students will complete response questions for chapter 1 The Sheik with a partner.

Closing: Three people/one thing

Differentiation: By student choice in the opener and student choice and product in the work session. Embedded in the quided notes are opportunities for personal response.

Standard: ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).

Homework: Reading/Writing Intervention Week 3 folders are due.