**7th AC ELA Lesson Plans for Week of May 1st**

**Ms. Fronk**

**Monday 5/1/17**

EQ: How will by twisted fairytale show what I’ve learned about dialogue and narrative technique?

Opener: Quick discussion about group norms and behavior expectations for fairytale groups. Student groups will sign off on norms and behavior expectations.

Work: Students will finish self-grouping in groups of no more than 8. Students will finalize their choice of fairytale, map the original fairytale and begin twisting the fairytale.

Closing: One person from each group will summarize the day’s accomplishments.

Differentiation: By choice, challenge and product.

Standard: ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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**Tuesday 5/2/17**

EQ: How will by twisted fairytale show what I’ve learned about dialogue and narrative technique?

Opener: Students will pass out fairytale folders and we will take the group norm pledge

Work: Students will create three scenes for their twisted fairytale and incorporate characters/role for each member of the group. Who is in the scene? What are the characters doing? Props that will be needed

Closing: One person from each group will summarize the day’s accomplishments.

Differentiation: By choice, challenge and product.

Standard: ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Wednesday 5/3/17**

EQ: How will by twisted fairytale show what I’ve learned about dialogue and narrative technique?

Opener: Students will pass out fairytale folders and take a survey on effectiveness of their group so far.

Work: Students will write script—everyone will write the script on their own paper. Character name must be underlined. Stage directions must be included and notes as to where the scene is taking place. Everyone’s ideas should be listened to politely. \*Three Bears example will be provided.

Closing: One person from each group will summarize the day’s accomplishments.

Differentiation: By choice, challenge and product.

Standard: ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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**Thursday 5/4/17**

EQ: How will by twisted fairytale show what I’ve learned about dialogue and narrative technique?

Opener:

Work: Students will continue to write script—everyone will write the script on their own paper. Character name must be underlined. Stage directions must be included and notes as to where the scene is taking place. Everyone’s ideas should be listened to politely. \*Three Bears example will be provided.

Closing: One person from each group will summarize the day’s accomplishments

Differentiation: By choice, challenge and product.

Standard: ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Friday 5/5/17**

EQ: What predictions can I make about my future self?

Opener: Sub will take attendance or students will find their split classroom

Work: Sub plans or split work. Students will write a letter to themselves that will be delivered to them in the future. Students choose what year they want to letter to be delivered. Students will upload letter to futureme.org.

Closing:

Differentiation: By choice and product.

Standard: ELAGSE7W3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.