**ELA Lesson Plans for Week of 10/3/16**

**B. Fronk**

**Monday 10/3/16**

EQ: What student behaviors bring success in the classroom and how can students use Kaplan’s Habits to experience success in school?

Opener: New seating arrangement. Identify your shoulder and face partners. Goal setting. 5 mins

Work:

* Re-set of class routines and expectations. Focus on the following problem areas: 1. Entering the classroom and beginning the opener 2. What do I do if I really want to say something or get up out of my seat? 3. How do I show good manners when papers are passed out? 4. Waiting to be dismissed from class. 10 mins
* Pre-test for Unit 2 Under Pressure. Remainder of time.

Closing: Which of Kaplan’s Habits did you use today? Where will you keep your class materials? How will you remember to bring your materials to class? Collect today’s work.

Differentiation:

Standard: Pre-assessing 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: none

**Tuesday 10/4/16**

EQ: What does Kanye have to say about the pressure of wanting and needing more?

Opener: Hook—Playing Kanye West’s Champion as students enter. Making predictions—Why this song? How does this song relate to the new unit?

Work:

Unpack standards L1 and L4 using graphic organizer.

Close reading strategy for Champion. A. Silent Exchange-After reading a passage or chapter, students work in groups of five with each person in the group creating an open-ended question, not questions that can be answered with a simple yes or no. Questions should be written. Students then pass question to next person, and there is no talking. Students have two minutes to write a response to the question, and then the paper is passed to the next person until the rotation is complete.

B. Trouble Slips-On a piece of paper, students take notes of where they are having difficulty in the text as they read. Afterwards, the students are placed in groups and asked to share what they wrote with their peers. As a group, the students discuss and work through the difficult parts of the text.

Closing: Assign hw: Daya’s Sit Still, Look Pretty with DOK 3 questions

Differentiation:

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Homework: Student analysis of Daya’s Sit Still, Look Pretty due Friday, October 7th

**Wednesday 10/5/16**

EQ: How have our fabulous four (Copeland, Manual, Malala and Sotomayor) experienced pressure? Did it change them? If so, how?

Opener: Misty Copeland, Simone Manual, Malala, Sonia photos on ppt using OPTIC. O is for Overview. P is for Parts. T is for Title. I is for Interrelationships. C is for Conclusion.

OPTIC will be new to students, but can be used with any visual or graphic text, including photographs, diagrams, charts, and fine art. Pauk, W. (2000). How to study in college (7th ed.). Houghton Mifflin Company: Boston

Work: Jigsaw Text Set for Copeland, Manuel, Yousafzai, Sotomayor:

1. Introduce text
2. Groups negotiate
3. Give instructions for reading
4. Expert groups meet and discuss texts/articles
5. Jigsaw groups share and discuss
6. Groups discuss and answer questions

Closing: Group members sketch discussion hi-lights.

Differentiation: By choice

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Homework: Student analysis of Daya’s Sit Still, Look Pretty due Friday, October 7th.

**Thursday 10/6/16**

EQ: What is positive peer pressure?

Opener: Grammar into the Day passage from We Beat the Streets

Work: Close Reading Strategy with mentor text; We Beat the Street Excerpt pages 60-72. Students will complete trouble slips and question stems

Closing: Answer the EQ! (What is positive peer pressure?)

Differentiation:

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Homework:

**Friday 10/7/16**

EQ: Have you experienced positive peer pressure?

Opener: Writing into the Day. Quickwrite on prompt from We Beat the Streets

Work: Continue reading excerpt of We Beat the Streets Chapter 9 “You Kids are Gonna Get Yourself Killed” Interview You for plot parts and Choose either Rameck or Sampson for Character Bio poem.

Closing: Boom rating for We Beat the Streets and Why

Differentiation:

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. Study for reading quiz on Kanye, Jigsaw text set and We Beat the Streets on Monday.