**7th grade ELA Lesson Plans for Week of 1/30/17**

**B. Fronk**

**Monday 1/30/17**

EQ: How will I use the PPARR reading strategy to gather information on life in a refugee camp?

Opener: Students will read directions for their work session on the screen.

Work: Sub plans. Students will make a PPARR bookmark to remind them of the steps in the strategy. Reading purpose is to gather information about daily life in a refugee camp. Students will read article and mark the text appropriately.

Closing: none

Differentiation: Students will self-differentiate by the process applied to finding evidence which matches the reading purpose.

Standard: ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Homework:

**Tuesday 1/31/17**

EQ: How will I use the PPARR reading strategy to gather information on life in a refugee camp?

Opener: Log in and go to Ms. Fronk’s blog. Find the correct assignment--🡪 reader or writer.

Work: Both readers and writers will view the Flick’R slideshow on refugee camps. Students will take guided notes.

Closing: Student share out of information taken in the guided notes.

Differentiation: Students will self-differentiate by the process applied to finding evidence which matches the reading purpose.

Standard: ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Homework: Review assignment and ppt on blog

**Wednesday 2/1/17**

EQ: How can I effectively gather information on a topic and apply it to a task?

Opener: Students will view the following and make a see, hear, feel, believe chart to be used as additional information when producing the refugee map and symbol (readers) or informational essay (writers)

<https://www.youtube.com/watch?v=rIolTbJ_K5U> UNHC organization

<https://www.youtube.com/watch?v=2usLowIQ-VM> Ben Stiller

Work: Readers 1. Students will use the article and guided notes from Flick’R slideshow to create a detailed refugee map with a key. The map will portray the set up of a refugee camp. 2. Students will choose a symbol from the Flick’R slideshow that represents life in a refugee camp. Students will illustrate or design a symbol to represent something about daily life in a refugee camp. Students will explain in 3-5 sentences why the symbol is significant to daily life in the refugee camp.

Writers 1. Students will learn how to outline an informational essay. Students will understand the parts of an introductory paragraph (hook and thesis.) Students will have an introduction and thesis modeled for them.

Closing: Students will list their learning “take aways.”

Differentiation: Student work is differentiated by the process applied to finding evidence which matches the required response (reader or writer product)

Standard: ELAGSE7RI2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ELAGSE7RI3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events

Homework: review work and ppt on blog

**Thursday 2/2/17**

EQ: How effectively can I gather information on a topic and apply it to a task?

Opener: Refugee Three Corners: Students will respond to the following questions by moving to the appropriately labeled corner (agree, not sure, disagree)

1. Issues of human rights violations and refugee issues are strongly linked together.
2. Children have easy access to education in rural or urban refugee camps.
3. Refugees easily arrive and depart from rural or urban camps.
4. Most host countries are willing to help refugees with a path to citizenship or other legal entry.

Work: Readers will continue work on creating the detailed refugee camp map with key and the symbol and explanation. Writers will have the format of a body paragraph modeled for them and they will draft two body paragraphs for the informative essay.

Closing: Students will list their learning “Take Aways.”

Differentiation: Student work is differentiated by the process applied to finding evidence which matches the required response (reader or writer product)

Standard: ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Homework: Review work and check the blog.

**Friday 2/3/17**

EQ: How effectively can I gather information on a topic and apply it to a task?

Opener: Answer the EQ!! Has this week changed how effectively you can read and apply information?

Work: Readers will continue work on creating the detailed refugee camp map with key and the symbol and explanation. Writers will have the format of a conclusion modeled for them and they will draft a conclusion for the informative essay.

Closing: Collect work in draft form. Collected work is a snap shot for how quickly and effectively students can understand and apply information to create a product (informative essay for writers, refugee map and symbol for readers)

Differentiation: Student work is differentiated by the process applied to finding evidence which matches the required response (reader or writer product)

Standard: ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Homework: none