7th grade ELA Plans for the week of 2/6/17

Ms. Fronk

**Monday 2/6/17**

EQ: How can self-assessement help students find greater understanding of what successful responses look like?

Opener: Core Chomp 2. Students will complete a core chomp opener each day to review and prepare for Milestones. Chomps are a quick warmup on all ELA standards, randomly selected.

Work: Grading Day for School Wide Writing Assessment 2.

Closing: Goals for this week in class and in life!

Differentiation: Student writing is differentiated by product. Students will all use a common rubric, but their analysis of their own writing will be self-differentiated.

Standard: ELAGSE7SL3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Homework: none

**Tuesday 2/7/17**

EQ: How can varying our sentence structure improve our writing?

Opener: Core Chomp 15.

Work: 1. Sentence Types = Simple, Compound and Complex <https://www.youtube.com/watch?v=hWmKnrtlTHU> English teacher in your pocket

<https://www.youtube.com/watch?v=RPoBE-E8VOc> Conjunction Junction Schoolhouse Rock

Might need Mr. Morton Schoolhouse Rock review of subject/predicate.

2. Students will have Fanboys Anchor Chart and Sentence Types Anchor Chart to use.

3. Individual Practice w/half sheet

4. Explain practice packet coloing activity for homework.

Closing: Three People/One Thing

Differentiation: Student work is differentiate by process—the steps students take to understand the videos, practice sheet and homework assignment.

Standard: ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Homework: Practice packet coloring activity for simple, compound and complex sentences due Friday.

**Wednesday 2/8/17**

EQ: How can varying sentence structure improve our writing?

Opener: Core Chomp 5.

Work: Sentence Types Cootie Catchers. Students will make cootie catchers and practice sentence types with a partner of their choice.

Closing: Luck of the Draw

Differentiation: cootie catchers differentiated for physical learners, homework assignment differentiated for visual learners

Standard: ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Homework: Practice packet coloring activity for simple, compound and complex sentences due Friday.

**Thursday 2/9/17**

EQ: How can varying sentence structure improve our writing?

Opener: Core Chomp 18.

Work: Sentence type scavenger hunt in stations. Students will rotate through three stations to find and record three examples each of simple, compound and complex from books and magazines. Simple sentences station will use The Cay, Complex sentences station will use The Alchemist and Compound sentences station will use How It Works Magazines.

Closing: Luck of the Draw

Differentiation: scavenger hunt differentiated for physical learners, homework differentiated for visual learners

Standard: ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Homework: Practice packet coloring activity for simple, compound and complex sentences due Friday.

**Friday 2/10/17**

EQ: How well do students understand the different sentence types?

Opener: Core Chomp 25.

Work: Quiz on Sentence types

Closing: Goal Check up. Students will revisit the goals they wrote on Monday’s closing.

Differentiation: by process the students take to complete the quiz and by the process students take to evaluate their goals/achievement of goals.

Standard: ELAGSE7L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

Homework: Practice packet is due.