7th grade 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: Sub plans: Students will write rough draft of persuasive essay using outline provided. Rough draft is the summative piece for the Reading/Writing Intervention Week folder.

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. Students may turn in folders to basket as soon as they are finished.

**Tuesday 3/7/17**

EQ: How will building background information in geography, history, science and communication help us to better understand The Cay?

Opener: Students will receive updated list of what needs to be completed for Reading/Writing Intervention Week 3 folders. Q and A for essays. Students should now keep folders to continue work until completed. (5 minutes)

Work: Introduce webquest project. Students will head to lab to begin webquest for background information in The Cay. (10 mins.) Before heading to lab, students will decide roles for group members. Webquest groups consist of Geographical expert-Curacao, Historian-WWII warfare, Scientist-Hurricanes and Communicator-Jamaican dialect. Students are encourages to pick based on their interest.

Closing: Save completed ppt to my flash.

Differentiation: by student choice (interest) and product

Standard: ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ELAGSE7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th. Students may turn in folders to basket as soon as they are finished.

**Wednesday 3/8/17**

EQ: How will building background information in geography, history, science and communication help us to better understand The Cay?

Opener: log in and begin work on activity 2.

Work: Webquest for background information in The Cay con’t in lab. PPTS must be saved by end of class on my flash.

Closing: Save completed ppt to my flash.

Differentiation: by student choice (interest) and product

Standard: ELAGSE7W7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. ELAGSE7W8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th. Students may turn in folders to basket as soon as they are finished.

**Thursday 3/9/17**

EQ: How will building background information in geography, history, science and communication help us to better understand The Cay?

Opener: Students will receive listening guide and answer the EQ.

Work: Groups will present their ppts to class on background information for The Cay. Audience will complete listening guide.

Closing: Students will finish their comments on the listening sheet and turn in to basket.

Differentiation: by student choice (interest) and product

Standard: ELAGSE7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Homework: All contents of the Reading/Writing Intervention Week folder are due Friday, March 10th. Students may turn in folders to basket as soon as they are finished.

**Friday 3/10/17**

EQ: How will building background information in geography, history, science and communication help us to better understand The Cay?

Opener: Students will turn in Reading/Writing Intervention Week 3 folders and receive their listening guides.

Work: Groups will present their ppts to class on background information for The Cay. Audience will complete listening guide.

Closing: Students will finish their comments on the listening sheet and turn in to basket.

Differentiation: by student choice (interest) and product

Standard: ELAGSE7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. ELAGSE7SL5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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