

**Week  
Of  
August 29-Sept. 2,  
2016**

**Jennings Junior High School CPA Lesson Plan**

<b>Subject: English Language Arts</b>		<b>Grade Levels: 7 &amp; 8</b>		<b>Instructor: Mrs. A. Keys</b>	
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Key Concepts - Learning Targets /Daily Objective</b>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>	<p>By the end of the lesson, I will be able to:</p> <p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>
<b>Essential Question(s)</b>	<p>How does effective story-telling transport a reader into another time and place? How do details, tone, mood, and character shape the power of narrative?</p>				
<b>Common Core Standards</b>	<p>RI.7.6 &amp; RI.8.6 RL.8.6 &amp; RL.8.6- Analyze how differences in the point of view of the characters and audience or reader create such effects as suspense or humor.</p> <p>L.7.2 &amp; L.8.2 – Analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.</p> <p>W.7.3 &amp; W.8.3 – Write a real or imagined narrative with descriptive and effective technique.</p>				
<b>DOK Level(s)</b>	2-3	2-3	2-3	2-3	2-3
<b>Vocabulary</b>	Point of View (POV), First Person, Second Person, Third Person, Omniscient, Limited, Objective	Point of View (POV), First Person, Second Person, Third Person, Omniscient, Limited, Objective	Point of View (POV), First Person, Second Person, Third Person, Omniscient, Limited, Objective	Point of View (POV), First Person, Second Person, Third Person, Omniscient, Limited, Objective	Point of View (POV), First Person, Second Person, Third Person, Omniscient, Limited, Objective
<b>Class Procedures/Lesson Design</b>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Paragraph Editing: Use correct symbol to edit.</p>	<p><b>Do Now: (5-7 minutes)</b></p> <p>Free Write: Journal Writing/ One Paragraph 5-7 Sentences.</p> <p>Friday: Do Now - Journal Check.</p>

	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: Who is telling the story or speaking, from what point of view?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: Why does the author tell the story from this point of view?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: What techniques or devices does the author use to develop the point of view of the speaker or narrator?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How does the author use these techniques to create such a mood or effect in the reader audience?</p>	<p><b>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</b></p> <p>Teacher ask: How does the author use these techniques to create such a mood or effect in the reader audience?</p>
	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Take Cornell Notes in Interactive Notebook on Point of View</p> <p>Watch YouTube Video of Point of View</p> <p>Receive Homework Packet – Week 3 electronically, due Friday.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Finish Point of View practice.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Listen to chapter 4 &amp; 5 from novels.</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Read informational article in the “Medium Daily Digest”</p>	<p><b>Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes)</b></p> <p>Students will: Weekly Quiz/ Mastery Connect – Point of View</p> <p>Collect Homework Packet and place in Mastery Connect.</p>
	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Finish presenting Narrative Essay Orally.</p> <p>Begin Point of View Practice.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Complete Keys Tic-Tac-Toe ~ Vocabulary ~ Point of View ~ Inferencing</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Answer review questions from chapters 4 &amp; 5, found on my Weebly Page.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Answer questions from article with partner.</p>	<p><b>Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes)</b></p> <p>Students will: Finish presenting Narrative essays orally.</p>
<p><b>Highly Tested GLEs: (MAP Time) Devoted to Common</b></p>	<p>Exit Slip</p>	<p>MAP TIME- California State</p>	<p>Exit Slip –</p>	<p>MAP TIME – California State</p>	

<b>Core/Daily Formative Assessment (5-10 Minutes)</b>					Bi-Weekly Common Formative Assessment – Mastery Connect
<b>Homework</b>	Weekly English Language Arts - Common Core Grade Level Packet also placed on my Weebly Website: <a href="http://angelakeys.weebly.com/">http://angelakeys.weebly.com/</a> <ol style="list-style-type: none"> <li>1. Cause and Effect</li> <li>2. Prediction</li> <li>3. Main Idea/Central</li> <li>4. Point of View</li> <li>5. Main Idea and Details</li> </ol>				
<b>Summative Assessment</b>	DRC Insight Online Assessment, Acuity, Common Formative Assessments, MAP, SRI, ACT, CA/PARCC released items, Princeton Review Work Book				
<b>Materials and Resources</b>	<ol style="list-style-type: none"> <li>1. Novel – The Adventures of Tom Sawyer and Big Mouth and Ugly Girl</li> <li>2. Composition Note Book</li> <li>3. Interactive Notebook</li> <li>4. Dictionary/Thesaurus</li> <li>5. Pen/Pencil</li> <li>6. Novels - Laptops</li> <li>7. Smart Board</li> <li>8. Chromecast</li> <li>9. Lan School</li> <li>10. Acuity</li> <li>11. Actively Learn</li> <li>12. EdCite</li> </ol>				
<b>Unit Planner and Special Notes</b>	<b>ANNOUNCEMENTS:</b> <ol style="list-style-type: none"> <li>1. SRI – September 6-9</li> <li>2. Acuity 1– September 12-23</li> <li>3. Acuity 2 – December 5-16</li> <li>4. Acuity 3 – February 6-17</li> </ol>				

