

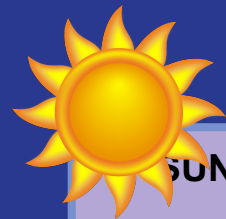
MWMS: 7th LA/Reading

Mrs. Clark

Quarter 1: Informational Text



AUGUST 2018



SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1	2	3	4
5	6 PD Day for Teachers	7 Opening Day for Teachers	8 <i>1st Day of School</i>	9	10	11
12	13	14	15	16 <i>Lead Like a Generals Meeting During 7th Period</i>	17	18
19	20	21 Preschool 1st Day	22	23	24	25
26	27	28	29	30	31	(9/1)

WEDNESDAY, AUGUST 15TH, 2018

“We don’t stop playing because we grow old; we grow old because we stop playing.”

– George Bernard Shaw



STANDARDS COVERED: WED., 8/15/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/15/18 (Wednesday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use figurative language correctly in my writing.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will learn how to take a 3 minute timed test as described by Mrs. Miles to determine my level of reading.
- **7th Period:** I will learn how to effectively participate and respond to classmates discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will write for the duration of time for the Daily Writing Logs. I will use figurative language correctly in my writing and create my own examples for the figurative language types.

DWL: 8/15/18

1st, 3rd, 5th, 6th, 7th Period

WEDNESDAY

Figurative **LANGUAGE**

Definition:

Create an Example:

SIMILE

SIMILE

Comparison of two things, using the words "like" or "as"

This room is as hot as an oven.

HYPERBOLE

An exaggeration

I am so hungry, I could eat a horse.

PERSONIFICATION

Giving human characteristics to an object or animal

The tree danced in the wind.

ONOMATOPOEIA

The use of a word to make a sound

Pop. Boom! Fizz.

ALLITERATION

The repetition of the same beginning sound of words

Seven snakes slithered slyly.

METAPHOR

Comparison of two things, saying that one thing IS or WAS another thing.

This room is an oven.

1st Period Classwork: 8/15/18 (Wed)

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Finish collecting paperwork & assigning lockers
- **Lesson:** Cornell Notes & Text Features for Informational Text
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Flocabulary Video: <https://www.flocabulary.com/unit/text-features/>
- **Assignment:** Make sure you've turned in assignment on Google Classroom from yesterday, "Blab School"
 - Review Answers together as a class
- **Exit Survey:** KWL Chart
 - Submit on Google Classroom



DWL: 8/15/18

Directions:

Retrieve your binders from the 2nd period shelf.

Answer the following bell-ringer in your binders.

WEDNESDAY



Explain the typo in the image above. Then, correct the error.

2nd Period



2nd Period Classwork: 8/15/18 (Wed)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** Compound Words
 - Hearing & Sight Test: Students pulled by Mrs. Miles
 - Probe Word Reading Passage Test Day #2 & #3: Administered by Mrs. Miles- 3 Minutes (Materials in classroom, can only be done with teacher- will have to make up when returned if missed)
 - Cornell Notes: Added in Notebooks
 - Megawords: Compound Worksheets Added in Notebooks

3rd Period Classwork: 8/15/18 (Wed)

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** Cornell Notes & Text Features for Informational Text
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Flocabulary Video: <https://www.flocabulary.com/unit/text-features/>
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/15)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on G.C.
 - **Complete:** Make sure you’ve turned in assignment on Google Classroom from yesterday, “Blab School”
 - **End:** Review Answers together as a class
- **Exit Survey:** KWL Chart
 - Submit on Google Classroom



4th Period Classwork: 8/15/18 (Wed)

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** Cornell Notes & Text Features for Informational Text
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Flocabulary Video: <https://www.flocabulary.com/unit/text-features/>
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/15)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on G.C.
 - **Complete:** Make sure you’ve turned in assignment on Google Classroom from yesterday, “Blab School”
 - **End:** Review Answers together as a class
- **Exit Survey:** KWL Chart



5th Period Classwork: 8/15/18 (Wed)

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** Cornell Notes & Text Features for Informational Text
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Flocabulary Video: <https://www.flocabulary.com/unit/text-features/>
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/15)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on G.C.
 - **Complete:** Make sure you’ve turned in assignment on Google Classroom from yesterday, “Blab School”
 - **End:** Review Answers together as a class
- **Exit Survey:** KWL Chart
 - Submit on Google Classroom



6th Period Classwork: 8/15/18 (Wed)

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** Cornell Notes & Text Features for Informational Text
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Flocabulary Video: <https://www.flocabulary.com/unit/text-features/>
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/15)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on G.C.
 - **Complete:** Make sure you’ve turned in assignment on Google Classroom from yesterday, “Blab School”
 - **End:** Review Answers together as a class
- **Exit Survey:** KWL Chart



7th Period Pre- AP Classwork: 8/15/18

Directions for Class:

- **Bell Ringer:** Language Arts DWL in notebooks & dated (5 Mins)
 - Pair & Share (2 Mins)
 - Whole Class Share (1 Min)
- **Lesson:** Cornell Notes & Text Features for Informational Text (15 Mins)
 - Cornell Notes Tutorial on Google Classroom
 - Follow along with video tutorial & create outline notes in journals
 - <https://www.youtube.com/watch?v=ErSjc1PEGKE> (Tutorial)
 - Text Features: Background information on Informational Text
 - Follow along with PowerPoint & practice taking Cornell Notes
 - Scavenger Hunt: Informational Text Features (Timed)
- **KWL Done Orally:**
 - Classmates shared whole class what they knew before the lesson, what they want to know more of, and what they have learned from this lesson.



PowerPoint for Text Features: Informational Text

[https://drive.google.com/open?id=1hRgF5tnnrcF
SuImPFKEbo8M7FPUIDRea](https://drive.google.com/open?id=1hRgF5tnnrcFSuImPFKEbo8M7FPUIDRea)



THURSDAY, AUGUST 16TH, 2018

“If you don’t make mistakes, you’re not working on hard enough problems.”

– Frank Wilczek



STANDARDS COVERED: THURS., 8/16/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)

- CCSS.ELA-LITERACY.L.7.2.B
- CCSS.ELA-LITERACY.L.7.2
- CCSS.ELA-LITERACY.W.6.5
- RI. 6.1, 7.1, 8.1
- RI. 6.3, 7.3, 8.3
- RI. 6.2, 7.2, 8.2
- RI. 6.4, 7.4, 8.4

7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)

- CCSS.ELA-LITERACY.RI.7.10
- CCSS.ELA-LITERACY.RI.7.6
- CCSS.ELA-LITERACY.SL.7.1
- CCSS.ELA-LITERACY.L.7.2
- CCSS.ELA-LITERACY.L.7.5
- CCSS.ELA-LITERACY.RI.7.5
- RI. 6.1, 7.1, 8.1
- RI. 6.3, 7.3, 8.3
- RI. 6.2, 7.2, 8.2
- RI. 6.4, 7.4, 8.4

7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)

- CCSS.ELA-LITERACY.SL.8.1
- CCSS.ELA-LITERACY.L.7.1
- CCSS.ELA-LITERACY.L.7.2.B
- CCSS.ELA-LITERACY.L.7.2
- CCSS.ELA-LITERACY.L.7.5
- CCSS.ELA-LITERACY.RI.7.5
- RI. 6.1, 7.1, 8.1
- RI. 6.3, 7.3, 8.3
- RI. 6.2, 7.2, 8.2
- RI. 6.4, 7.4, 8.4

Reference:

<http://www.corestandards.org>

Learning Target: 8/16/18 (Thursday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will learn how to dissect compound words into two different words.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will learn to listen to a lecture and take notes while listening. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.

DWL: 8/16/18 (Thurs.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the
“Clark” section.

Answer the following
bell-ringer in your
journals.

Creative WRITING

Write a paragraph about the moment when
two people make eye contact for the first
time. Use 2 instances of figurative language

THURSDAY



DWL: 8/16/18 (Thurs.)

2nd Period

Directions:

Retrieve your binders from the 2nd period shelf.

Answer the following bell-ringer in your binders.



THURSDAY

Create a story describing the image shown.
What are each of the students thinking?

1st Period Classwork: 8/16/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Locker Check:** Check Locker Assignments & Report Broken Lockers
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

2nd Period Classwork: 8/16/18 (Thurs.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **Lesson:** What are compound words?
 - **PowerPoint (next slide):** Compound Words Using Cornell Notes to take notes
 - **Note-Taking:** Pre-created Cornell Notes inside of Binders for Students to Use
 - **Compound Word Hangman:** Help each other using SmartBoard (Each partners get a turn)
- **Assignment:** Compound Words Worksheet
 - Students will independently complete Compound Word Worksheet 1-A
 - Trade & Grade: Review Answers Whole Class



2nd Period:

PowerPoint for Compound Words: “Mega Words” Strategies for Learning Reading, Spelling, & Vocabulary

https://drive.google.com/open?id=1udNQdN4s6pPq_h8MZiWA3l7e-sZc0rbq



3rd Period Classwork: 8/16/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

4th Period Classwork: 8/16/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

5th Period Classwork: 8/16/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

6th Period Classwork: 8/16/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

7th Period Classwork: 8/16/18 (Thurs.)

Directions for Classroom:

- GRAB YOUR AGENDA & PENCIL
- LEAVE BELONGINGS IN LOCKER OR THE CLASSROOM
- “LEAD LIKE A GENERAL” PRINCIPALS MEETING IN CAFETERIA



7th Period Classwork: 8/17/18 (FRI.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/16 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Flocabulary Video:** Review & Answer Questions to Check Understanding
 - Link: <https://www.flocabulary.com/unit/text-features/>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned



FRIDAY, AUGUST 17TH, 2018

“Success does not consist in never making blunders, but in never making the same one a second time.”

– Josh Billings



STANDARDS COVERED: FRI., 8/17/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/17/18 (Friday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will learn to explain the difference between fact and opinion using signals to show I understand.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will learn to use technology to help my vocab skills in compound words.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will learn to explain the difference between fact and opinion using signals to show I understand.

DWL: 8/17/18 (FRI.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the
“Clark” section.

Answer the following
bell-ringer in your
journals.

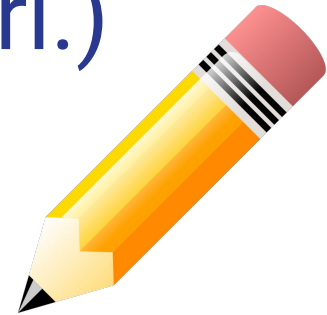
Who, What,
When,
Where, and Why

FRIDAY	CRITICAL <i>Thinking</i>
<p>Use critical thinking to create a plan for helping a friend on the soccer team pass their math test in order to play in Friday's game.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

SOMETHING I LEARNED THIS WEEK:



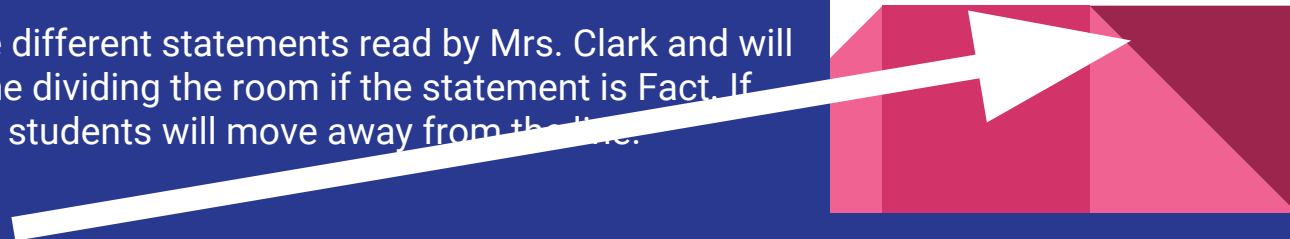
1st Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Homeroom:** Those missing paperwork listed on SmartBoard- if not turned in by Monday, lockers taken away.
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** "Blab School" (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned

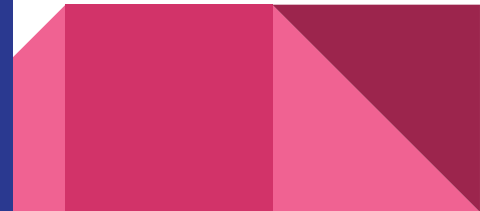


2nd Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in binders for quick grade
- **Independent Work: Timed Assessment**
 - Students will be spread out & independently working on worksheet 1-A in their classroom binders regarding compound words
 - Trade & grade
- **Compound Words Hangman**
 - Students will get into partners and compete to get hangman done in a competition style.
 - compound words hangman game
 - With their partners, students will try to be the quickest team to guess the compound words. Winning team will be given a prize.
 - While students are watching competing teams, they will be creating compound words to use for compound word wall.



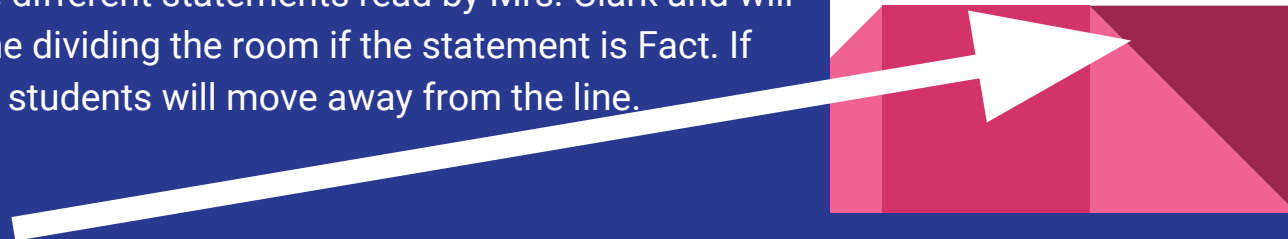
3rd Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



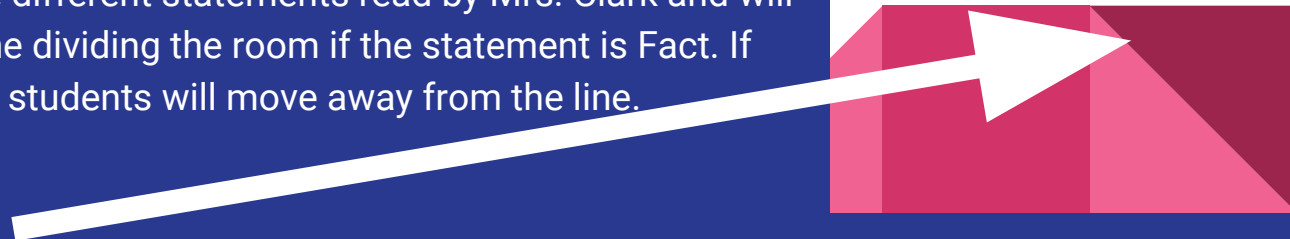
4th Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



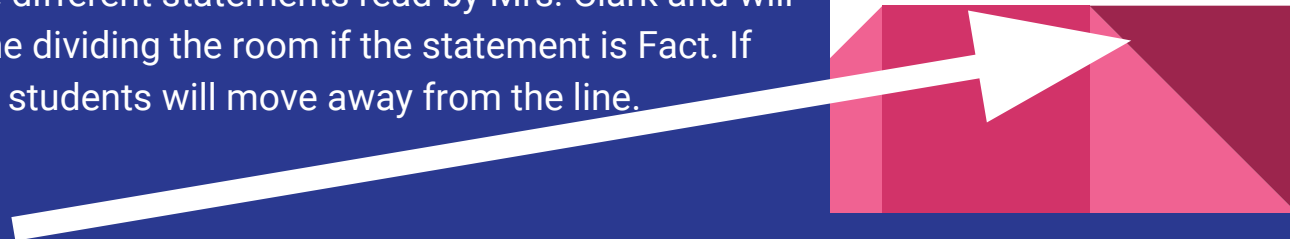
5th Period Classwork: 8/17/18 (Fri.)



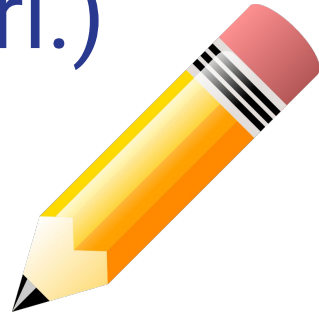
Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



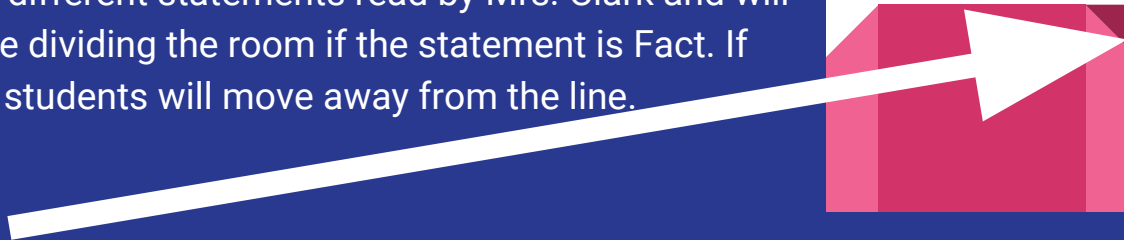
6th Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



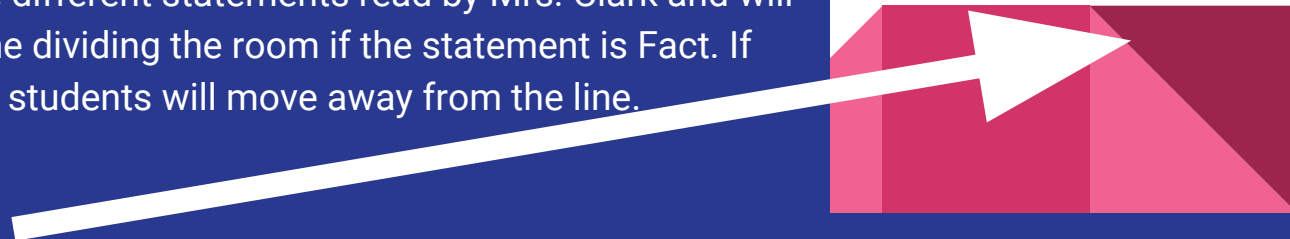
7th Period Classwork: 8/17/18 (Fri.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade
- **Assignment:** “Blab School” (assigned on 8/14- finish 8/17 physically since Google Classroom *G.C.* is down)
 - **Ten Minutes:** Finish reading aloud assignment in class; independently answer on paperwork
 - **End:** Review Answers together as a class
 - **Complete:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



MONDAY, AUGUST 20TH, 2018

“With the new day comes new strength and new thoughts.”

-Eleanor Roosevelt



STANDARDS COVERED: MON., 8/20/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RI.7.10</u>• <u>CCSS.ELA-LITERACY.RI.7.6</u>• <u>CCSS.ELA-LITERACY.SL.7.1</u>• <u>CCSS.ELA-LITERACY.L.7.2</u>• <u>CCSS.ELA-LITERACY.L.7.5</u>• <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/20/18 (Monday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn about the expectations for my major writing project. I will begin brainstorming writing topics. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn about the expectations for my major writing project. I will begin brainstorming writing topics. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.

DWL: 8/20/18 (MON.) 2nd Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.

MONDAY

In detail, describe your **least** favorite memory from summer break. Use complete sentences to explain your least favorite memory.



Fact Versus Opinion:

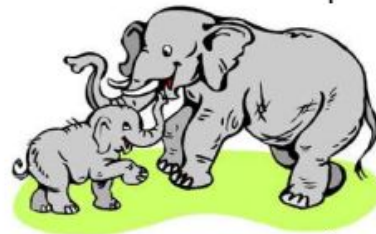
Directions: Number in your journals 1-14. Read each statement and write if you believe the statements are “FACTS” or “OPINIONS”.



Animal Facts and Opinions

Tell whether each sentence is a fact or opinion. Write “fact” next to each statement that gives information that you can prove. Write “opinion” next to statements that tell how someone feels about something.

- _____ A giant tortoise can live to be over 150 years old.
- _____ Jennifer saw a zebra at the zoo.
- _____ A polar bear is the most fun animal to watch.
- _____ Parrots are prettier than blue birds.
- _____ Elephants eat grass and leaves.
- _____ Bald eagles usually lay one or two eggs at a time.
- _____ Blue whales are the largest animals in the world.
- _____ A cheetah can run faster than a lion.
- _____ Everyone should go to see the new gorilla habitat.
- _____ Koalas usually sleep during the day.
- _____ Canaries sing beautifully.
- _____ The bats in the cave are very scary.
- _____ Snakes do not make good pets.
- _____ Chimpanzees can climb to the tops of trees.



1st Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Homeroom:** Those missing paperwork listed on SmartBoard- if not turned in by today, lockers taken away.
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **Homework Assignment:** “Blab School” (assigned on 8/14- finish 8/20 in class physically since Google Classroom *G.C.* is down)
 - **Due:** Turn into tray marked with your class period (trade & grade)
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming Topics due tomorrow
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned

2nd Period Classwork: 8/20/18 (Mon.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in binders for quick grade
- **Independent Work: Timed Assessment**
 - Check worksheet 1-A inside of binders & assign grade
 - Trade & grade
- **Compound Words Hangman: Finish Competition & Announce Winners**
 - Students will get into partners and compete to get hangman done in a competition style.
 - [compound words hangman game](#)
 - With their partners, students will try to be the quickest team to guess the compound words. Winning team will be given a prize.
 - While students are watching competing teams, they will be creating compound words to use for compound word wall.

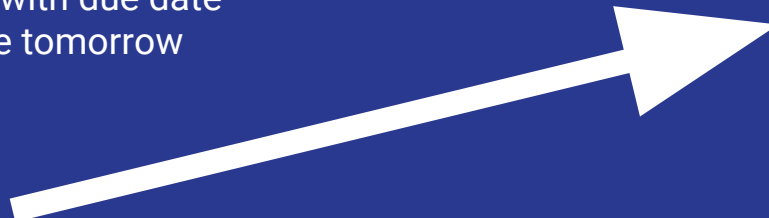


3rd Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **Homework Assignment:** “Blab School” (assigned on 8/14- finish 8/20 in class physically since Google Classroom *G.C.* is down)
 - **Due:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming topics due tomorrow
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



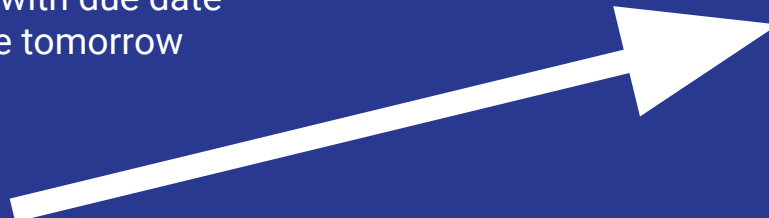
What I Know	What I Want to Know	What I've Learned

4th Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **Homework Assignment:** “Blab School” (assigned on 8/14- finish 8/20 in class physically since Google Classroom *G.C.* is down)
 - **Due:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming topics due tomorrow
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

5th Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **Classwork Assignment:**
 - **Direct Instruction-** Teacher Read Aloud/Volunteer Read Aloud
 - **Walk through/Model identifying facts vs. opinions, text features, vocabulary words*
 - “Blab School” (assigned on 8/14- finish 8/21 in class physically since Google Classroom *G.C.* is down)
 - **Due Wednesday:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



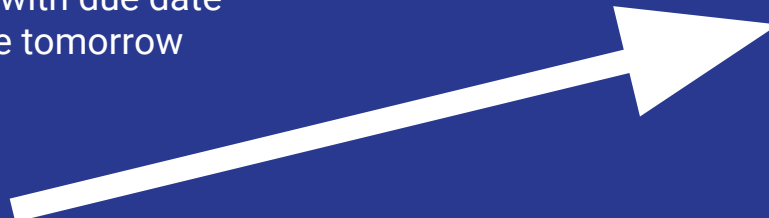
What I Know	What I Want to Know	What I've Learned

6th Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **Homework Assignment:** “Blab School” (assigned on 8/14- finish 8/20 in class physically since Google Classroom *G.C.* is down)
 - **Due:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming topics due tomorrow
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



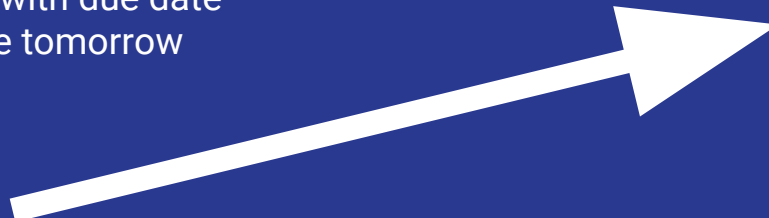
What I Know	What I Want to Know	What I've Learned

7th Period Classwork: 8/20/18 (Mon.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Turn in journals for quick grade (called up one at a time for quick grade)
- **10 Minutes Classwork Assignment:** “Blab School” (assigned on 8/14- finish independently 8/20 in class physically since Google Classroom *G.C.* is down)
 - **Due:** Turn into tray marked with your class period
- **Fact Versus Opinion Activity Day 2**
 - Students will listen to the different statements read by Mrs. Clark and will move to the imaginary line dividing the room if the statement is Fact. If the statement is Opinion, students will move away from the line.
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming topics due tomorrow
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

TUESDAY, AUGUST 21ST 2018

*“Each day, I come in with a positive attitude,
trying to get better.”*

-Stefon Diggs



STANDARDS COVERED: TUES., 8/21/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/21/18 (Tuesday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to identify text features while reading informational text. I will learn how to look back in the text to answer questions for informational writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence.
- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to identify text features while reading informational text. I will learn how to look back in the text to answer questions for informational writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.

DWL: 8/21/18 (TUES.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.

TUESDAY

WORD OF THE WEEK

ABSTEMIOUS

Part of Speech: _____

Definition: _____

Sentence: _____

Using your Chromebook, go to:

<https://www.dictionary.com/>

Search the word “**ABSTEMIOUS**”.

In your journals, for today’s DWL, write the part of speech (i.e. noun, pronoun, adjective, verb), the definition of the word, and use the word in a sentence. You may copy down the word used in a sentence from the examples.



DWL: 8/21/18 (TUES.) 2nd Period

Directions:

Use your journals in the "Clark" section. Answer the following bell-ringer in your journals.



TUESDAY

"EVERYTHING GOOD, EVERYTHING MAGICAL HAPPENS BETWEEN THE MONTHS OF JUNE AND AUGUST." -JENNY HAN

Do you agree or disagree with this quote?

Explain your reasoning below.

In your binders, for today's DWL, write down your reasoning. Explain if you agree/disagree with Jenny Han's quote regarding the months. Remember to explain why. Do not simply just state if you agree or disagree.

1st Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment:** Brainstorming Topics (5 Mins.)
- **Bartering Informational Text 2:** Partner Read & Questions
 - **Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - <https://mrsjessicac Clark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



2nd Period Classwork: 8/21/18 (Tues.)

Directions for Classroom:

- **Warm up Activity:** Prepare sticky notes in advance by writing on them the individual words that together form compound words. (For example, write foot on one sticky note and ball on another.) Put one note on each student's desk. As students come into the classroom, challenge them to find a classmate who has a sticky note that when paired with the one on their desk will form a compound word. After finding partner, students will add sticky notes to compound word wall.
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- Finish Compound Word Hangman Competition
 - [compound words hangman game](#)
- **5 Min. Independent Work:** Timed Assessment
 - Complete worksheet 1-B inside of binders
 - If not completed, it is for homework.

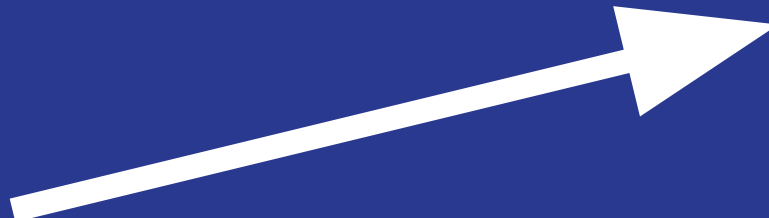


3rd Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment:** Brainstorming Topics
- **Bartering Informational Text 2: Partner Read & Questions**
 - **Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - <https://mrsjessicaclark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



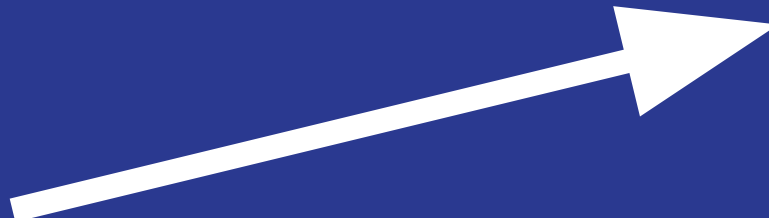
What I Know	What I Want to Know	What I've Learned

4th Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment Check:** Brainstorming Topics due
- **Bartering Informational Text 2: Partner Read & Questions**
 - **Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - <https://mrsjessicaclark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

5th Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment Check:** Brainstorming Topics due
- **Classwork Assignment:**
Direct Instruction- Teacher Read Aloud/Volunteer Read Aloud
**Walk through/Model identifying facts vs. opinions, text features, vocabulary words*
 - “Blab School” (originally assigned on 8/14- finish 8/21 in class physically since Google Classroom *G.C.* was down)
 - **Due Wednesday:** Turn into tray marked with your class period
 - **Lost assignment? Visit:**
<https://mrsjessicaclark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



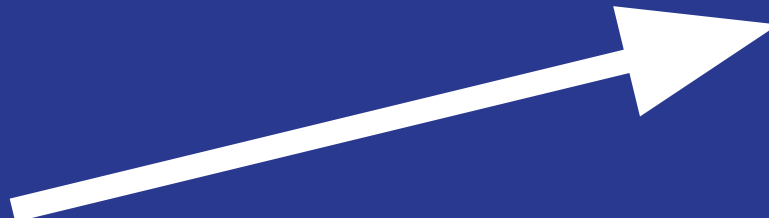
What I Know	What I Want to Know	What I've Learned

6th Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment Check:** Brainstorming Topics due
- **Bartering Informational Text #2:** Partner Read & Questions
 - **Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - <https://mrsjessicaclark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



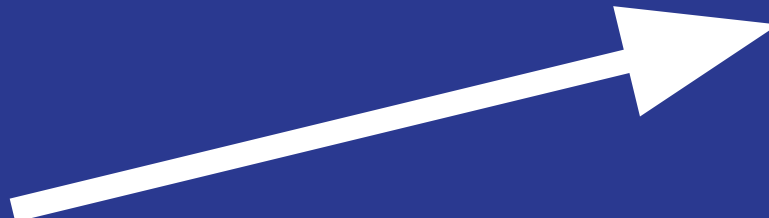
What I Know	What I Want to Know	What I've Learned

7th Period Classwork: 8/21/18 (Tues.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Journals due every Friday
- **Informational Text Writing Project Introduced**
 - **Assignment Check:** Brainstorming Topics due
- **Bartering Informational Text 2: Partner Read & Questions**
 - **Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - <https://mrsjessicaclark.weebly.com/q1-informational-text.html>
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

WEDNESDAY, AUGUST 22ND, 2018

“Every day is a new day, and you'll never be able to find happiness if you don't move on.”

-Carrie Underwood



STANDARDS COVERED: WED., 8/23/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RI.7.10</u>• <u>CCSS.ELA-LITERACY.RI.7.6</u>• <u>CCSS.ELA-LITERACY.SL.7.1</u>• <u>CCSS.ELA-LITERACY.L.7.2</u>• <u>CCSS.ELA-LITERACY.L.7.5</u>• <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/22/18 (Wednesday)

- **1st, 3rd, 4th, 5th, 6th Period: 1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to identify text features while reading informational text. I will learn how to look back in the text to answer questions for informational writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will identify different text features on today's pop quiz.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence.
- **7th Period: 1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to identify text features while reading informational text. I will learn how to look back in the text to answer questions for informational writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will identify different text features on today's pop quiz.

DWL: 8/22/18 (Wed.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



WEDNESDAY

Figurative **LANGUAGE**

Definition:

Create an Example:

METAPHOR

How To: Using your journals, go back to your DWL from Thursday, 8/16. Copy down your definition of metaphor and create an example of a metaphor. **(5 Mins)**

- **(2 Mins) Pair & Share:** Copy your partner’s example into your journal
- **(1 Min) Whole Class Share**

DWL: 8/22/18 (Wed.)
2nd Period

Directions:

Use your binders, answer the following bell-ringer in your journals.



WEDNESDAY



What do you think the hardest part about being a teacher is? Provide an example.

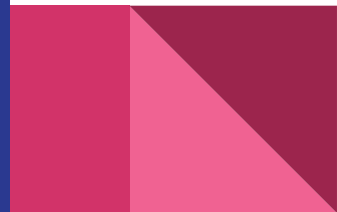
1st Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming Topics due today
 - Share & sign up
- **Bartering Informational Text 2:** Partner Read & Questions
 - **Yesterday's Assignment:** *Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.*
 - **Today:** Trade, Grade, & Discuss this Assignment
 - **Pop Quiz:** Text Features in Informational Text
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Exit Survey in Journal:**
 - KWL Chart Under DWL

What I Know	What I Want to Know	What I've Learned



2nd Period Classwork: 8/22/18 (Wed.)

Directions for Classroom:

- **Compound Root Words Matching Game with Partners**
 - **5 Min. Activity:** Students will have two piles of index cards to spread out on their desks. They will have roots words and secondary words that complete compound words. They will try to create their own compound words. As they come up with compound words they'll tape/staple the words together to add to the compound word wall.
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **5 Min. Independent Work:** Timed Assessment
 - Review Worksheet 1-B, trade & grade.
 - Worksheet 1-C: Independent Assessment



3rd Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- Informational Text Writing Project Introduced
 - Assignment handed out with due date
 - Brainstorming Topics due today
- **Bartering Informational Text 2:** Partner Read & Questions
 - ***Yesterday's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.*
 - **Today:** Trade, Grade, & Discuss this Assignment
 - **Pop Quiz:** Text Features in Informational Text
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

4th Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- Informational Text Writing Project Introduced
 - Assignment handed out with due date
 - Brainstorming Topics due today
- **Bartering Informational Text 2:** Partner Read & Questions
 - ***Yesterday's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.*
 - **Today:** Trade, Grade, & Discuss this Assignment
 - **Pop Quiz:** Text Features in Informational Text
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



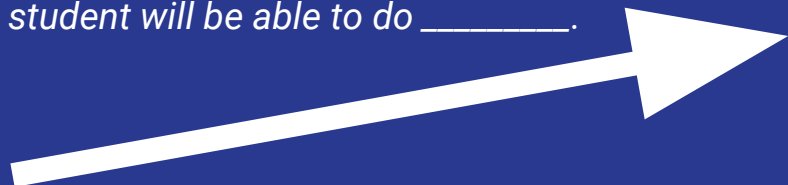
What I Know	What I Want to Know	What I've Learned

5th Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming Topics due today
 - Text Features Pop Quiz
- **Blab School Due Today:** Turn into tray marked with your class period
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Direct Instruction on What Specifically to Write for Description:
 - *This class will be learning how to _____. The materials for this class are _____, _____, & _____. By the end of this class, a successful student will be able to do _____.*
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



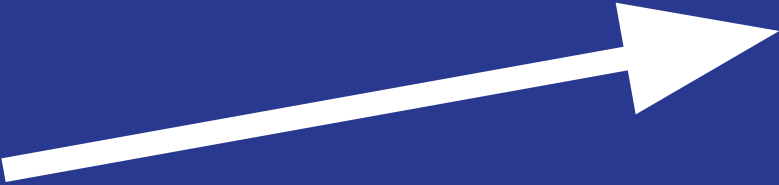
What I Know	What I Want to Know	What I've Learned

6th Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming Topics due today
- **Bartering Informational Text 2:** Partner Read & Questions
 - ***Yesterday's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.*
 - **Today:** Trade, Grade, & Discuss this Assignment
 - **Pop Quiz:** Text Features in Informational Text
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned



7th Period Classwork: 8/22/18 (Wed.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text Writing Project Introduced**
 - Assignment handed out with due date
 - Brainstorming Topics due today
- **Bartering Informational Text 2:** Partner Read & Questions
 - *Yesterday's Assignment:* Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website and answer questions on looseleaf to be turned in at the end of a class period.
 - **Today:** Trade, Grade, & Discuss this Assignment
 - **Pop Quiz:** Text Features in Informational Text
- **Project in Journal (see slide 79 for hw):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Exit Survey in Journal:**
 - KWL Chart Under DWL



What I Know	What I Want to Know	What I've Learned

Journal Homework Directions: 8/22/18 (1st-7th)

- **Course/Class Description Rough Draft in Journals**
 - **Assignment:** Begin developing your rough draft in your journals for your course description over the topic that you're going to teach (remember, check Google Classroom to see if your #1 topic was approved on your Topic Approval Homework Sheet).
 - **Description Definition:** Gives you information about what you're doing
 - **Paragraph:** Your classroom description needs to be one paragraph. 1st, 3rd, 4th, 6th, & 7th Period paragraphs are 4-6 sentences in length. 5th Period's paragraphs are 3-5 sentences in length.
 - **Information Your Paragraph Needs to Cover About Your "Class" You're Teaching**
 - *Materials:* What will you need to perform the task
 - *Topic:* What is your topic
 - *Learning Goals:* After your lesson that you will teach, what will the successful student be able to do?

THURSDAY, AUGUST 23RD, 2018

“Never give up. Today is hard, tomorrow will be worse, but the day after tomorrow will be sunshine.”

-Jack Ma



STANDARDS COVERED: MON., 8/20/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/23/18 (Thursday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.

DWL: 8/23/18 (Thurs.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



DWL:

Create an **Acrostic Poem** using your name to describe yourself using **adjectives**.

- Acrostic Poem: An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet.
- Adjectives: Adjectives are a part of speech. They are words that describe a noun (person, place, or thing).

Example:

C- Caring
L- Loving
A- AWESOME!
R- Rambunctious
K- Knowledgeable



DWL: 8/23/18 (Thurs.) 2nd Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



THURSDAY

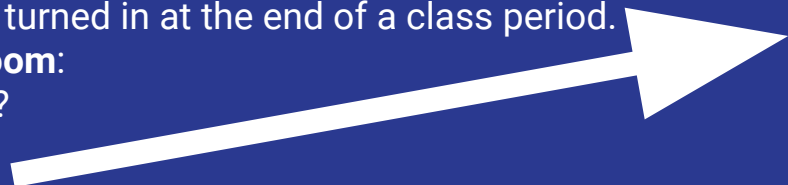
Imagine that each student in the picture is writing a letter to someone. Choose one of the students and decide who they are writing their letter to. Finally, write the letter using complete sentences.

1st Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Homeroom:** Suicide Awareness Day (8/29) papers handed out, due back tomorrow for homework grade
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Utopia Informational Text 3:** Partner Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



What I Know	What I Want to Know	What I've Learned

2nd Period Classwork: 8/23/18 (Thurs.)

Directions for Classroom:

- **Warm up Activity:** Using their Chromebooks, for the first five minutes, students will play the Compound Word Fish game and write down on their index cards new compound words they've created to add to the word wall.
 - *Activity aligned with Common Core Standards*
 - *Link: <https://www.education.com/game/compound-word-fish/>*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Trade & Grade Compound Worksheets:** Review Answers

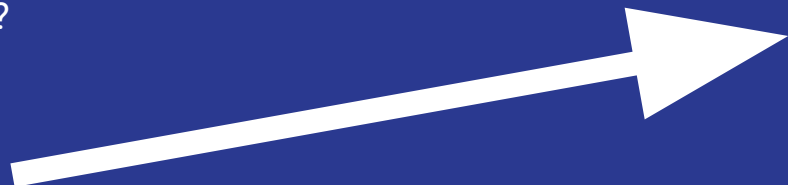


3rd Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Utopia Informational Text 3:** Partner Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



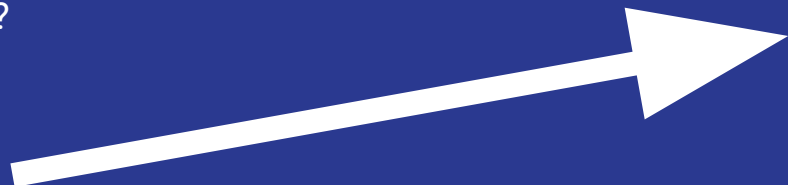
What I Know	What I Want to Know	What I've Learned

4th Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Utopia Informational Text 3:** Partner Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



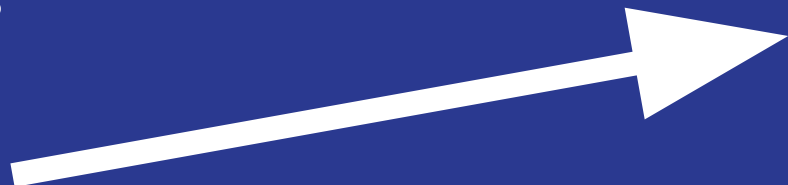
What I Know	What I Want to Know	What I've Learned

5th Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Barter Informational Text 2:** Group (Table) Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Barter mean?



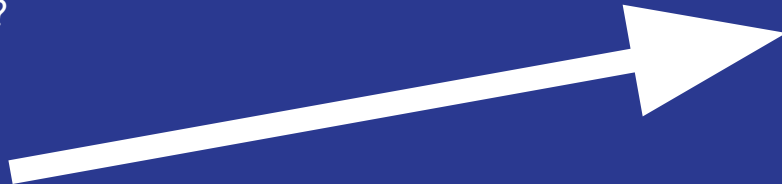
What I Know	What I Want to Know	What I've Learned

6th Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Utopia Informational Text 3:** Partner Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



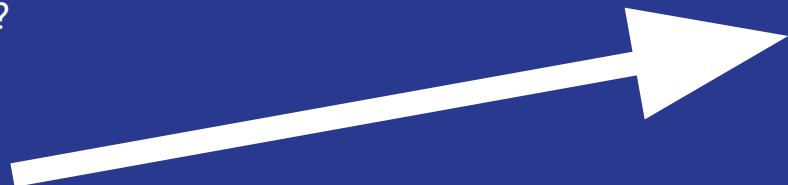
What I Know	What I Want to Know	What I've Learned

7th Period Classwork: 8/23/18 (Thurs.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Journal homework will be checked for h.w. Grade.
 - In partners, use revision checklist stapled in journal.
- **Utopia Informational Text 3:** Partner Read & Questions
 - **Today's Assignment:** Read with a partner and begin answering questions with your partner. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



What I Know	What I Want to Know	What I've Learned

FRIDAY, AUGUST 24TH, 2018

“In every day, there are 1,440 minutes. That means we have 1,440 daily opportunities to make a positive impact.”

-Les Brown



STANDARDS COVERED: FRI., 8/24/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: http://www.corestandards.org</p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/24/18 (Friday)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes about Reading Strategies for Thinking While I'm Reading. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use technology to participate in a review game for informational text features. I will practice using reading strategies while reading an informational text and answering questions.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will practice reading comprehension/vocabulary usage through reading probes. I will practice writing about my opinions. I will reflect on daily learning.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes about Reading Strategies for Thinking While I'm Reading. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use technology to participate in a review game for informational text features. I will take notes during the review of items that I missed during practice. I will practice using reading strategies while reading an informational text and answering questions.

DWL: 8/24/18 (Fri.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



FRIDAY

CRITICAL *Thinking*

If you could walk 1,000 miles in someone else's shoes, who would you choose and why? Explain in detail.

SOMETHING I LEARNED THIS WEEK:

DWL: 8/24/18 (Fri.) 2nd Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.

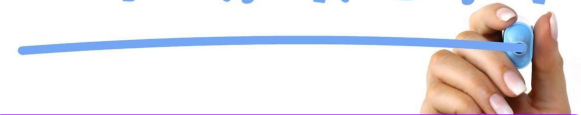


What's Your Stance?

Choose your stance on the following topic: **FREE COLLEGE**

Do You Think College Should Be Free?

OPINION



**Something I Learned
This Week:**

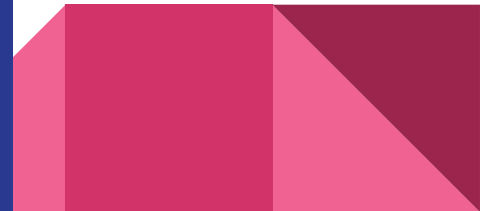
**1-2 COMPLETE
SENTENCES**

1st Period Classwork: 8/24/18 (Fri.)



Directions for Classroom:

- *Friday's = Activity & Assessment*
- *Suicide Awareness Collection of Papers for 8/29/18*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Activity Review: Identifying Text Features**
 - Review with Kahoot: Text Features
 - Each student needs to take our their chromebook to participate in the review game. Winner gets candy!
 - Text Features Cheat Sheets Glued into Journals
- **Cornell Notes: Reading Informational Text**
 - **Students will take notes over reading informational text & practice reading & answering questions of the informational text as an assessment grade.**
 - **Activity 11: Analyze & Interpret Information "Canyon Rock Tours"**
 - **Read & Answer ?s: Decide between fact & opinion**
- **Project Check in Journal (see slide 79 for hw on 8/22 & 23): 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects**
 - Final draft of class description due today



2nd Period Classwork: 8/24/18 (FRI.)

Directions for Classroom:

- **#1: Probe Reading Quiz with Mrs. Miles**
- **#2. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
 - Turn in binders for DWL #2 grade
- **#3. Warm up Activity:** Using their index cards, students have the first and second parts of a compound word. Loosely based off the memory game, with a partner, students will try to match words to create a compound word. Students take turns to see who can match the most words.
 - *Activity aligned with Common Core Standards*
- **#4. Worksheet 1-C:** Direct Instruction
 - Teacher read-aloud Compound words and students identify what they hear by circling the words heard on their sheet.

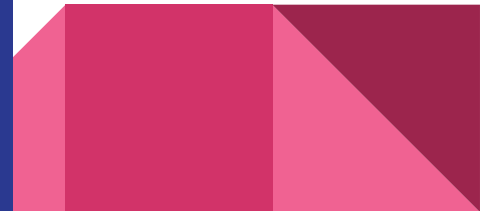


3rd Period Classwork: 8/24/18 (Fri.)



Directions for Classroom:

- **Friday's = Activity & Assessment**
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Activity Review:** Identifying Text Features
 - Review with Kahoot: Text Features
 - Each student needs to take out their chromebook to participate in the review game. Winner gets candy!
 - Text Features Cheat Sheets Glued into Journals
- **Assessment Counts Towards Test Grade:**
 - **Utopia Informational Text 3:** Independent Read & Questions
 - **Assignment:** Read independently and begin answering questions. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Project Check in Journal (see slide 79 for hw on 8/22 & 23):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Final draft of class description due today
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?

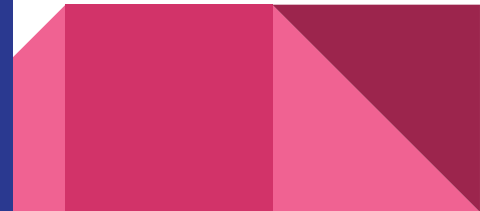


4th Period Classwork: 8/24/18 (Fri.)



Directions for Classroom:

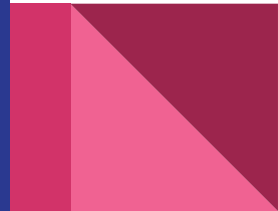
- **Friday's = Activity & Assessment**
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Activity Review:** Identifying Text Features
 - Review with Kahoot: Text Features
 - Each student needs to take out their chromebook to participate in the review game. Winner gets candy!
 - Text Features Cheat Sheets Glued into Journals
- **Assessment Counts Towards Test Grade:**
 - **Utopia Informational Text 3:** Independent Read & Questions
 - **Assignment:** Read independently and begin answering questions. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Project Check in Journal (see slide 79 for hw on 8/22 & 23):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Final draft of class description due today
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



5th Period Classwork: 8/24/18 (Fri.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Project in Journal (see slide 79 for hw on 8/22 & 23):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
- **Whole Class Activity Review:** Identifying Text Features
 - Review with Kahoot: Text Features
 - *Each student needs to take out their chromebook to participate in the review game. Winner gets candy!
 - *Text Features Cheat Sheets Glued into Journals
- **Bartering Questions Due Today: Review answers whole class**
 - **BARTERING QUESTIONS WERE DUE AT 11:59PM LAST NIGHT**
- **Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & practice reading & answering questions of the informational text as an assessment grade.
 - **Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion

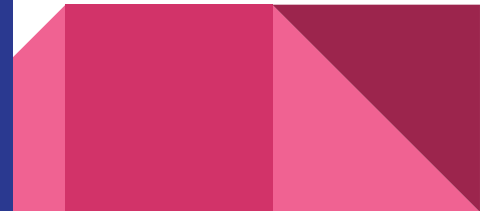


6th Period Classwork: 8/24/18 (Fri.)



Directions for Classroom:

- **Friday's = Activity & Assessment**
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Activity Review:** Identifying Text Features
 - Review with Kahoot: Text Features
 - Each student needs to take our their chromebook to participate in the review game. Winner gets candy!
 - Text Features Cheat Sheets Glued into Journals
- **Assessment Counts Towards Test Grade:**
 - **Utopia Informational Text 3:** Independent Read & Questions
 - **Assignment:** Read independently and begin answering questions. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Project Check in Journal (see slide 79 for hw on 8/22 & 23):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Final draft of class description due today
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?

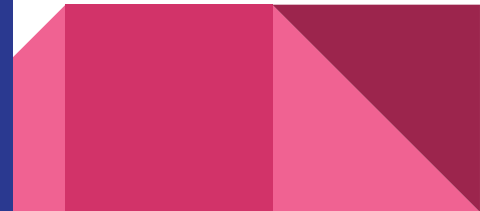


7th Period Classwork: 8/24/18 (Fri.)



Directions for Classroom:

- **Friday's = Activity & Assessment**
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Activity Review: Identifying Text Features**
 - Review with Kahoot: Text Features
 - Each student needs to take out their chromebook to participate in the review game. Winner gets candy!
 - Text Features Cheat Sheets Glued into Journals
- **Assessment Counts Towards Test Grade:**
 - **Utopia Informational Text 3: Independent Read & Questions**
 - **Assignment:** Read independently and begin answering questions. Students will access reading through Mrs. Clark's website or Google Classroom and answer questions on looseleaf or on Google Classroom to be turned in at the end of a class period.
- **Project Check in Journal (see slide 79 for hw on 8/22 & 23):** 5 Min. allotment in class to begin reading through example of Informational Text assignment and allow students to begin working on their projects
 - Final draft of class description due today
- **Exit Survey on Google Classroom:**
 - What does Utopia mean?



MONDAY, AUGUST 27TH, 2018

“I don’t think of all of the misery. I think of the beauty that still remains.”

-Anne Frank



STANDARDS COVERED: 8/27/18 (MON.)

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: <u>http://www.corestandards.org</u></p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/27/18 (MON.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will finish taking notes over my Informational Text Reading Strategies. I will apply my knowledge of text features to create in my own writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will understand expectations for my overall class project and sign my contract showing I understand expectations.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will practice creating SMART goals for myself academically. I will work with a partner to establish memory practice of my compound words list.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will finish taking notes over my Informational Text Reading Strategies. I will apply my knowledge of text features to create in my own writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will understand expectations for my overall class project and sign my contract showing I understand expectations.

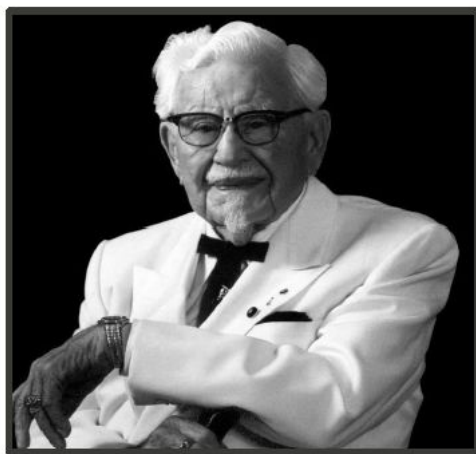
DWL: 8/27/18 (Mon.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



MONDAY



“No hours, nor amount of labor, nor amount of money would deter me from giving the best that there was in me.” –Colonel Sanders (KFC)

FAMOUS INSPIRATION

Read and respond to the quote. Do you agree or disagree with the quote? How can the quote relate to or impact YOUR life?

BONUS: Research Colonel Sanders story & marvel at his perseverance!

DWL: 8/27/18 (Mon.) 2ND Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.

MONDAY

In detail, describe one SMART goal you’ve set for this school year. Then, explain how you plan on achieving that goal. Check back periodically throughout the year to hold yourself accountable.



Specific
Measurable
Achievable
Relevant
Time-bound



1st Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

- *Suicide Awareness Collection of Papers for 8/29/18 for 1st period*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.

2nd Period Classwork: 8/27/18 (MON.)

Directions for Classroom:

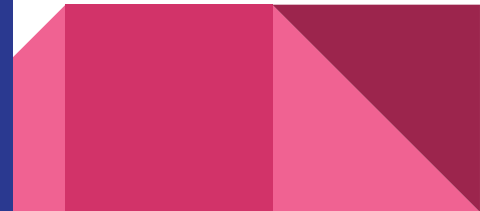
- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
 - Turn in remainder of binders for DWL #2 grade
- **#2. Warm up Activity:** Using their index cards, students have the first and second parts of a compound word. Loosely based off the memory game, with a partner, students will try to match words to create a compound word. Students take turns to see who can match the most words.
 - *Activity aligned with Common Core Standards*
- **#3. Worksheet 1-C:** Direct Instruction
 - Complete worksheet 1-C. Teacher read-aloud Compound words and students identify what they hear by circling the words heard on their sheet.
- **#4. Letters:** Letters will be sent home to parents requiring a guardian signature indicating what type of class Reading Strategies is.

3rd Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

- *Friday's = Activity & Assessment*
- *Suicide Awareness Collection of Papers for 8/29/18 for 1st period*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.

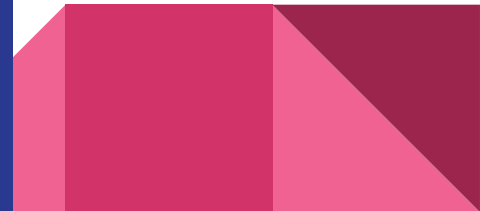


4th Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

- *Friday's = Activity & Assessment*
- *Suicide Awareness Collection of Papers for 8/29/18 for 1st period*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.



5th Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

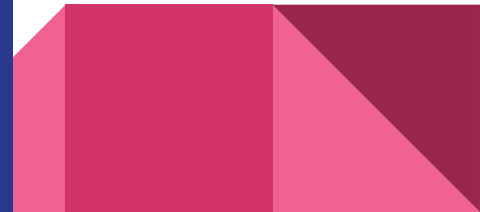
- *Friday's = Activity & Assessment*
- *Suicide Awareness Collection of Papers for 8/29/18 for 1st period*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.

6th Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

- *Friday's = Activity & Assessment*
- *Suicide Awareness Collection of Papers for 8/29/18 for 1st period*
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.



7th Period Classwork: 8/27/18 (MON.)



Directions for Classroom:

- **Suicide Awareness Collection of Papers for 8/29/18 for 1st period**
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Text Features: 5 Text Features**
 - Over the weekend, students were to have chosen 5 text features that relate to their how-to-essay to begin writing their essays. Students will journal how those text features would easily apply to writing their essay in 1-2 sentences.
- **Rubric:** Review with students the how-to essay rubric and overall project rubric. Students will sign rubric on Google Classroom showing they've read and agreed to its requirements and due date.
- **(15 Mins) Begin Cornell Notes: Reading Informational Text**
 - Students will take notes over reading informational text & will be able to use these cornell notes on their reading & writing informational text quiz. Students will learn about "read while you think" critically thinking strategies, thesis statements, etc.

TUESDAY, AUGUST 28TH, 2018

*“Art is not what you see, but what you make
others see.”
-Edgar Degas*



STANDARDS COVERED: 8/28/18 (TUES.)

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: <u>http://www.corestandards.org</u></p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/28/18 (TUES.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use technology as a resource to help me understand words I am unfamiliar with. I will work on using parts of speech to help me know how to use a word correctly. I will practice using words I'm unfamiliar with in complete sentences. I will work on writing a step by step process with my partners in order to complete a task.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will practice demonstrating in my writing that I can create a written opinion on a subject versus showing facts. I will respond in complete sentences to a writing prompt.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use technology as a resource to help me understand words I am unfamiliar with. I will work on using parts of speech to help me know how to use a word correctly. I will practice using words I'm unfamiliar with in complete sentences. I will work on writing a step by step process with my partners in order to complete a task.

DWL: 8/28/18 (Tues.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



TUESDAY

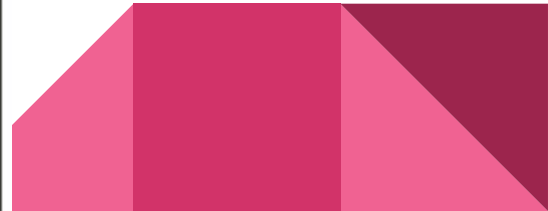
WORD OF THE WEEK

BELIE

Part of Speech: _____

Definition: _____

Sentence: _____



DWL: 8/28/18 (Tues.) 2ND Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



TUESDAY

"IF YOU'RE YOUR TRUE SELF, YOU HAVE NO COMPETITION." -SCOTT STRATTEN

Do you agree or disagree with this quote?
Explain your reasoning below.



Jack-O-Lantern Writing Activity:

In Class Process Writing Exercise

Look at the photograph to the right. How is this jack-o'-lantern different from the pumpkin from which it was carved?

List the steps involved in the process of carving a pumpkin into a jack-o'-lantern. Where does the process begin? Where does it end?

What cautions and reminders might be helpful to someone who has never made a jack-o'-lantern?



1st Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Finish Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - **In Class Writing Exercise** with Jack-o-lanterns to warm up students with writing the process of their topics
 - **Whole Class Share:** Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text on Google Classroom
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - **IF TALKING, o ON ASSIGNMENT**

2nd Period Classwork: 8/27/18 (Tues.)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Worksheet 1-D & E:** Direct Instruction
 - Complete worksheet 1-D & E. Teacher read-aloud Compound words and students identify what they hear by circling the words heard on their sheet.



3rd Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT

4th Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - **IF TALKING, o ON ASSIGNMENT**

5th Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Direct Instruction & Example Using Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals. Students will learn how to take effective cornell notes and how to use critical thinking strategies. Students will discuss by whole class discussion on how they can use these skills.
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text

6th Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - **IF TALKING, o ON ASSIGNMENT**

7th Period Classwork: 8/28/18 (TUES.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT

WEDNESDAY, AUGUST 29TH, 2018

“The art of living is more like wrestling than dancing.”

-Marcus Aurelius



STANDARDS COVERED: 8/29/18 (WED.)

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: <u>http://www.corestandards.org</u></p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/29/18 (WED.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes to assist me in my reading/writing quiz. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will work on using figurative language in my writing. I will use online tools to research words I am unfamiliar with.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will apply misspellings/typos to a real life situation and see how a typo can change the meaning of a sentence. I will correct errors in writing and explain the error. I will work on identifying compound words that I hear dictated by my teacher. I will write words that I hear from my teacher. I will check my work to see that they're checked correctly.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes to assist me in my reading/writing quiz. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will work on using figurative language in my writing. I will use online tools to research words I am unfamiliar with.

DWL: 8/29/18 (WED) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



WEDNESDAY

Figurative **LANGUAGE**

Definition:

Create an Example:

PERSONIFICATION



DWL: 8/29/18 (WED.) 2ND Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



WEDNESDAY

TWITTER TYPO

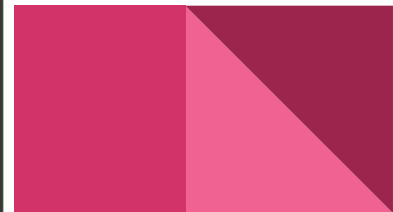


 Follow

Beyonce' Super Bowel halftime performance was actually amazing ,can't stop watching it!

 Reply  Retweet  Favorite  More

Explain the [typo](#) in the image above. Then, write the CORRECT version of the tweet.



1ST Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share

- **Suicide Prevention Class:**
 - **VIDEO:** In their homeroom, students will watch the Suicide Prevention Video with their homeroom class.
 - **DISCUSSION:** Immediately following the video, a PowerPoint discussion in the homeroom will follow with prompts showing the students how to be an active friend in helping prevent the loss of another life.
 - **EXIT SLIP:** Students will have an exit slip at the end of class will outline strategies they can use to help someone in need. In addition to this, students will check if they need help/not need help.
 - **PAMPHLETS:** Pamphlets will be sent home today for families who need resources they can reach out to.



2nd Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

**If in class and 1st period has not ran over, students will do the following...*

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Worksheet 1-D & E:** Direct Instruction
 - **Yesterday's Work:** Complete worksheet 1-D & E. Teacher read-aloud Compound words and students identify what they hear by circling the words heard on their sheet.
 - **Trade & Grade: Review how to use compound words & spelling**



3rd Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **(Finishing Notes from Yesterday) Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Complete Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Video:** <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **Handout 1:** Read examples of vague/specific thesis statements
 - **Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
 - **Homework:** Create your own thesis statement for your paper on Google Classroom



4th Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **(Finishing Notes from Yesterday) Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Complete Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Video:** <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **Handout 1:** Read examples of vague/specific thesis statements
 - **Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
 - **Homework:** Create your own thesis statement for your paper on Google Classroom



5th Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **(Finishing Notes from Yesterday) Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Complete Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read brochure and begin highlighting text features as direct instruction**



6th Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **(Finishing Notes from Yesterday) Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Complete Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Video:** <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **Handout 1:** Read examples of vague/specific thesis statements
 - **Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
 - **Homework:** Create your own thesis statement for your paper on Google Classroom



7th Period Classwork: 8/29/18 (WED.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **(Finishing Notes from Yesterday) Informational Text: Writing & Reading Tips PowerPoint**
 - **Cornell Notes:** Students will take Cornell Notes on the informational text tips & in their journals
 - In Class Writing Exercise with Jack-o-lanterns to warm up students with writing the process of their topics
 - Whole Class Share: Example from class copied into journals
 - **Complete Pop Quiz:** Open Notes using Cornell Notes regarding writing & reading informational text
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Read & Answer ?s:** Decide between fact & opinion
 - **TRADE & GRADE IN CLASS**
 - IF TALKING, o ON ASSIGNMENT
 - Homework if not finished



THURSDAY, AUGUST 30TH, 2018

*“I shut my eyes in order to see.”
-Paul Gauguin*



STANDARDS COVERED: 8/30/18 (THURS.)

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: <u>http://www.corestandards.org</u></p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/30/18 (THURS.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will use my background knowledge of measurement increments to assist me in creative writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use Google Drive to create a storage application for my informational text writing project. I will create and outline my writing project for this quarter based off of Mrs. Clark's model.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will learn how to use my tools for this class (Moby Max). I will practice signing in with these tools to my web-based application, Moby Max.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will use my background knowledge of measurement increments to assist me in creative writing. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs. I will use Google Drive to create a storage application for my informational text writing project. I will create and outline my writing project for this quarter based off of Mrs. Clark's model.

DWL: 8/30/18 (THURS.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



Creative WRITING

THURSDAY

Create a “character” recipe to describe one of your parents or guardians. For example: 1 tsp empathetic



– **EXAMPLE:** Recipe for Mrs. Clark’s Mom

- 1 cup of love
- 2 cups of good homecooking
- 1 tablespoon of silly
- 1 teaspoon of silly
- ½ cup of intelligent

DWL: 8/30/18 (THURS.) 2ND Period

THURSDAY

What is your favorite summertime meal? Below, describe why this is your favorite meal and the memories that come to mind when eating the food. Be detailed and descriptive in your answer.



Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



MRS. CLARK'S EXAMPLE:

My favorite summertime meal is surf and turf. I love the combination of steak and shrimp with veggies and rice. I always think of going to the lake with my family when I eat this dish! We made it many times at the lake.



1ST Period Classwork: 8/30/18



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Due: Today (late = 1/2 credit)**
 - *Trade & grade in class*
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
 - 1. Go to Google Drive
 - 2. Create a folder in Google Drive
 - 2a. Name the folder "Q1 Info Text"
 - 3. Move "Example: Info Text into folder"
 - 3a. Edit your copy of the template to model your needs of your topic writing
 - 3b. Begin typing your final draft of your course description onto your project paper
 - 4. Share your copy with Mrs. Clark: jessica.clark1@bullitt.kyschools.us

2nd Period Classwork: 8/30/18 (THUR.)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Worksheet 1-F:** Direct Instruction
 - Compound Words: Breaking words
- **#3. MobyMax:** Register Students on MobyMax Instruction
 - *Letters sent home with students to parents about MobyMax learning*



3rd Period Classwork: 8/30/18 (THURS.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Due: Today (late = 1/2 credit)**
 - *Trade & grade in class*
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
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 - 3b. Begin typing your final draft of your course description onto your project paper
 - 4. Share your copy with Mrs. Clark: jessica.clark1@bullitt.kyschools.us

4th Period Classwork: 8/30/18 (THURS.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Due: Today (late = 1/2 credit)**
 - *Trade & grade in class*
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
 - 1. Go to Google Drive
 - 2. Create a folder in Google Drive
 - 2a. Name the folder "Q1 Info Text"
 - 3. Move "Example: Info Text into folder"
 - 3a. Edit your copy of the template to model your needs of your topic writing
 - 3b. Begin typing your final draft of your course description onto your project paper
 - 4. Share your copy with Mrs. Clark: jessica.clark1@bullitt.kyschools.us

5th Period Classwork: 8/30/18 (THURS.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Work on Today (due tomorrow, late = 1/2 credit)**
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
 - 1. Go to Google Drive
 - 2. Create a folder in Google Drive
 - 2a. Name the folder "Q1 Info Text"
 - 3. Move "Example: Info Text into folder"
 - 3a. Edit your copy of the template to model your needs of your topic writing
 - 3b. Begin typing your final draft of your course description onto your project paper
 - 4. Share your copy with Mrs. Clark: jessica.clark1@bullitt.kyschools.us

6th Period Classwork: 8/30/18 (THURS.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Due: Today (late = 1/2 credit)**
 - *Trade & grade in class*
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
 - 1. Go to Google Drive
 - 2. Create a folder in Google Drive
 - 2a. Name the folder "Q1 Info Text"
 - 3. Move "Example: Info Text into folder"
 - 3a. Edit your copy of the template to model your needs of your topic writing
 - 3b. Begin typing your final draft of your course description onto your project paper
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7th Period Classwork: 8/30/18 (THURS.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Homework: Activity 11 “Canyon Rock Tours”**
 - **Due: Today (late = 1/2 credit)**
 - *Trade & grade in class*
 - *Lesson reviewed during trade & grade: Text features, thinking while you’re reading strategies for informational text, answering and explaining using examples from the text, annotating while you’re reading*
- **Create Rough Draft Report on Google Classroom**
 - 1. Go to Google Drive
 - 2. Create a folder in Google Drive
 - 2a. Name the folder "Q1 Info Text"
 - 3. Move "Example: Info Text into folder"
 - 3a. Edit your copy of the template to model your needs of your topic writing
 - 3b. Begin typing your final draft of your course description onto your project paper
 - 4. Share your copy with Mrs. Clark: jessica.clark1@bullitt.kyschools.us

FRIDAY, AUGUST 31ST, 2018

“Knowledge comes, but wisdom lingers.”
-Alfred Lord Tennyson



STANDARDS COVERED: 8/31/18 (FRI.)

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
<p><u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.W.6.5</u></p>	<ul style="list-style-type: none">● <u>CCSS.ELA-LITERACY.RI.7.10</u>● <u>CCSS.ELA-LITERACY.RI.7.6</u>● <u>CCSS.ELA-LITERACY.SL.7.1</u>● <u>CCSS.ELA-LITERACY.L.7.2</u>● <u>CCSS.ELA-LITERACY.L.7.5</u>● <u>CCSS.ELA-LITERACY.RI.7.5</u> <p>Reference: <u>http://www.corestandards.org</u></p>	<p><u>CCSS.ELA-LITERACY.SL.8.1</u> <u>CCSS.ELA-LITERACY.L.7.1</u> <u>CCSS.ELA-LITERACY.L.7.2.B</u> <u>CCSS.ELA-LITERACY.L.7.2</u> <u>CCSS.ELA-LITERACY.L.7.5</u> <u>CCSS.ELA-LITERACY.RI.7.5</u></p>

Learning Target: 8/31/18 (FRI.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes of the Hamburger Introduction Paragraph. I will use this visual model to create my own introduction paragraph. I will find out what is wrong with thesis statements (vague/specific). I will create my own thesis statement. I will write about a topic I've chosen for my how-to-essay. I will work in groups to problem-solve thesis statements. I will participate in our classroom discussion/debate over our critical writing assignment "problems in society". I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes of the Hamburger Introduction Paragraph. I will use this visual model to create my own introduction paragraph. I will find out what is wrong with thesis statements (vague/specific). I will create my own thesis statement. I will write about a topic I've chosen for my how-to-essay. I will work in groups to problem-solve thesis statements. I will participate in our classroom discussion/debate over our critical writing assignment "problems in society". I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.

DWL: 8/31/18 (FRI.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.

FRIDAY

CRITICAL *Thinking*

What is the biggest issue with today's society? Explain in detail.

SOMETHING I LEARNED THIS WEEK:



DWL: 8/31/18 (FRI.) 2nd Period

Directions:

Use your journals in the “Clark” section. Answer the following bell-ringer in your journals.



FRIDAY

OPINIONS

Matter

CHOOSE YOUR STANCE ON THE FOLLOWING TOPIC:

CELL PHONES IN CLASS

SOMETHING I LEARNED THIS WEEK:

1ST Period Classwork: 8/31/18 (FRI.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint: Introduction Paragraph Hamburger**
 - Review: Hook
 - Review: Filler Statements
 - Review: Thesis Statement
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - Watch Video: <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - G.C. Handout 1: Read examples of vague/specific thesis statements
 - G.C. Handout 2: Students work on identifying problems in thesis statements and correct them into strong statements
 - [http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-The sisStatement.pdf](http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-The%20sisStatement.pdf)
 - G.C. HOMEWORK: Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **Exit Survey:**
 - What is the purpose of a thesis statement?



**G.C. =
Google
Classroom**

2nd Period Classwork: 8/31/18 (FRI.)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. PROBE READING:** Mrs. Miles will come to class and assess students with probe reading.
- **#3. MobyMax:** Registered Students on MobyMax Instruction will complete compound word assessment 1 & 2 of dividing compound words
 - *Letters sent home with students to parents about MobyMax learning*
- **#4. COMPLETE Compound Word Worksheets**
 - Spelling Pop Quiz

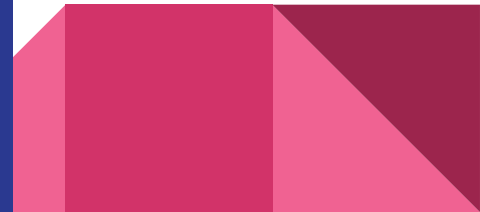


3rd Period Classwork: 8/31/18 (FRI.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint: Introduction Paragraph Hamburger**
 - **Review: Hook**
 - **Review: Filler Statements**
 - **Review: Thesis Statement**
 - **G.C. HOMEWORK:** Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **Exit Survey:**
 - What is the purpose of a thesis statement?

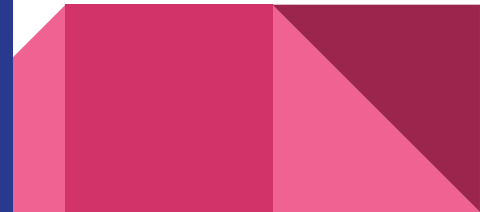


4TH Period Classwork: 8/31/18 (FRI.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint: Introduction Paragraph Hamburger**
 - **Review: Hook**
 - **Review: Filler Statements**
 - **Review: Thesis Statement**
 - **G.C. HOMEWORK:** Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **Exit Survey:**
 - What is the purpose of a thesis statement?

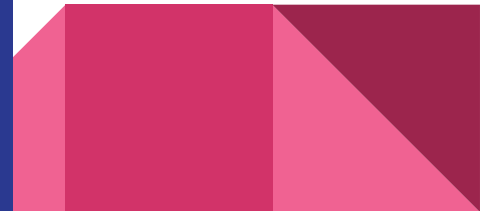


5TH Period Classwork: 8/31/18 (FRI.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint: Introduction Paragraph Hamburger**
 - **Review: Hook**
 - **Review: Filler Statements**
 - **Review: Thesis Statement**
 - **G.C. HOMEWORK:** Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **(10 Mins) Independent Activity 11: Analyze & Interpret Information “Canyon Rock Tours”**
 - **Yesterday Read & Answer ?s:** Decide between fact & opinion
 - *TRADE & GRADE IN CLASS*
- **Exit Survey:**
 - **What is the purpose of a thesis statement?**

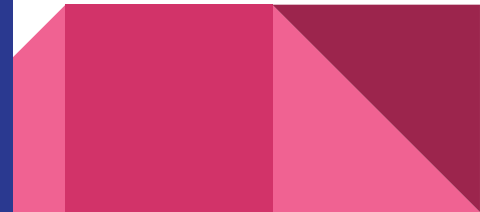


6TH Period Classwork: 8/31/18 (FRI.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint: Introduction Paragraph Hamburger**
 - **Review: Hook**
 - **Review: Filler Statements**
 - **Review: Thesis Statement**
 - **G.C. HOMEWORK:** Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **Exit Survey:**
 - What is the purpose of a thesis statement?



7TH Period Classwork: 8/31/18 (FRI.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Powerpoint:** Introduction Paragraph Hamburger
 - P.P. Review: Hook (what is a hook statement)
 - P.P. Review: Filler Statements (what are filler statements)
 - P.P. Review: Thesis Statement (what is a thesis statement, 3 points)
 - **G.C. HOMEWORK:** Create your own introduction paragraph on the HAMBURGER including your thesis statement for your paper on Google Classroom
- **Exit Survey:**
 - What is the purpose of a thesis statement?

