

# 2018 DECEMBER

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

# Monday, December 3rd 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# Learning Target: 12/3/18

- **1st, 3rd, 4th, 5th, 6th Period:** I will complete my DWL by reading and responding to a quote within a given time for response. I will collaborate with an elbow partner to complete my analysis of Langston Hughes's poetry. I will work to whole class share our findings. I will review my knowledge of the difference between a couplet, triplet, and quatrain. I will demonstrate my knowledge of understanding with a quick assessment, pop quiz.
- **2nd Period:** I will learn about plot using Disney/Pixar movies. I will actively watch videos and annotate where I see the movies building exposition, rising action, climax, denouement, and resolution. I will use Moby Max as a tool to close the gap in my learning.
- **7th Period:** I will learn how discussion circles work and contribute to the discussion circles by utilizing my completed information from my part one packet. I will contribute to the conversation meaningful figurative language examples, plot references, discussion of narrator, etc. After whole class discussion, I will demonstrate my understanding of plot, characters, and content by completing an assessment.

# STANDARDS COVERED: 12/3/18

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)
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# 1st-6th Period

- 12/3/18 (Monday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/7/18)
- **Partner Complete Poetry Analysis: 10 Minutes**
  - Read Hughes's Poems and Complete remainder of your poetry analysis with an elbow partner
- **Mini Lesson: Reteach**
  - **How to Write a Quatrain**
    - 5 Minutes Independent: Complete Practice creating one with a Prompt on Google Classroom using both forms (two sets of couplets or ABAB rhyme scheme)
      - [http://www.teach-nology.com/worksheets/language\\_arts/poems/poetry15.pdf](http://www.teach-nology.com/worksheets/language_arts/poems/poetry15.pdf)
  - **How to Write a Quatrain like Hughes**
    - **Student List of Topics:** Using folders, students will look at their poetry analysis and with an elbow partner, they will create a list of things that Hughes wrote about.
    - **Create a Class List of Topics:** Whole class share topics list and create a class list on the Smart Board.
    - **Rough Draft:** Choosing one of the topics, students will independently write a quatrain using the same ideas of Hughes. They will need to write one in each form AABB and ABAB.



# 2nd Period

12/3/16 (Monday)

- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Moby Max**
  - Daily Challenge
  - Reading Challenge: Informational Skills
- **Mini Lesson: Plot**
  - Learn & Respond about Plot from Disney Movies
    - After watching video, respond to each section in pyramid
    - <http://www.wwph1079fm.com/download/lafreyta.pdf>
  - Add plot, Freytag's Pyramid, to binders for reading
  - Practice:
    - <http://www.greenup.kyschools.us/Downloads/Freytag's%20Pyramid2.pdf>
    - <https://www.youtube.com/watch?reload=9&v=8yzY6buMflo>



# 7th Period

- 12/3/18 (Monday)
- **Discussion Circles: Rules**
  - Establish Rules of Discussion Circles Using Cornell Notes & Discussion Circle Poster as reference
- **Discussion Circle of Part One: 1-80**
- Part One Questions turned in for quick grade.
- **Part One Questions Reviewed & Checked:**
  - Whole Class Trade & Grade
  - Turn in for quick grade
- **Open Notes Quiz: Part One of the Book Thief**
  - Trade & Grade

# Tuesday, December 4th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# STANDARDS COVERED: 12/4/18

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)
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# 1st-7th Period: DWL 12/3/18 (TUESDAY)

**TUESDAY**

**WORD OF THE WEEK**

**KINETIC**

Part of Speech: \_\_\_\_\_

Definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sentence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Tuesday**

**12/3/2018**

Kinetic: Part of Speech

Definition:

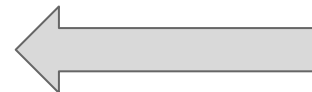
Sentence:

**Directions:**

**Provide the part of speech of the vocab word of the week. Provide the definition of the vocab word of the week. Create a sentence using the word of the week.**

**You will have three minutes to type in your response box for Tuesday.**

**Your box should look like this...**



# 1st-6th Period

- **12/4/18 (Tuesday)**
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Mini Lesson: How to give Constructive Writing Feedback**
  - **Lesson From:**  
<http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html>
  - **Mini Lesson- Cornell Notes PowerPoint**
  - **What Not to Do:** <https://www.youtube.com/watch?v=iBuq4qgRhCc>
- **Practice Worksheet First: Using Notes**  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson786/worksheet.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson786/worksheet.pdf)
  - **Whole Class Share Responses**
- **Apply Skills with Quatrain Rough Drafts with your Elbow Partners**
- **Revise Final Draft of your Quatrain**



# 2nd Period

- 12/4/18 (Tuesday)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Moby Max**
  - Daily Challenge
  - Reading Challenge
- **Mini Lesson: Setting from Flocabulary**
  - Learn & Respond about Setting from Flocabulary
    - After watching video, respond to each section inside of the boxes and the overall question. How does setting affect plot?
  - <https://www.youtube.com/watch?v=30CPmgVQNks>

# 7th Period

- 12/4/18 (Tuesday)
- **DWL**
- **Review Major Project & Hand out Rubrics: In Class**
  - Expectations, what to actually do
  - Upload digital example
- **Mini Lesson: Plot on Google Classroom**
  - Learn & Respond about Plot from Disney Movies
    - After watching video, respond to each section in pyramid
  - Add plot, Freytag's Pyramid, to learning log for reading project
  - <https://www.youtube.com/watch?reload=9&v=8yzY6buMflo>
- **Teacher Read-Aloud: 81-85**
  - Begin answering questions for Part Two



**Wednesday, December 5th 2018**



**SNOW  
DAY**



**Thursday, December 6th 2018**



*Welcome  
Back!*



# STANDARDS COVERED: 12/6/18

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# 2nd Period: DWL 12/6/18 (Thursday)

2:00

## Directions:

Describe your opinion in 2 sentences with an explanation of your reasoning.



Would you rather find yourself rich with money or rich with love? Explain.

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---

Wednesday

12/5/2018

SNOW DAY

---

THURSDAY

12/5/2018

I would rather find myself...

because...

# 1st-7th Period: DWL 12/6/18 (THURSDAY)

## Figurative LANGUAGE

Definition:

---

---

---

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Create an Example:

---

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---

---

ANALOGY



THURSDAY 12/5/2018

Analogy

Definition:

Example:

Directions:

TYPE IN YOUR FIGURATIVE LANGUAGE WORD, PROVIDE THE DEFINITION, AND CREATE AN EXAMPLE THAT SHOWS THE FIGURATIVE LANGUAGE WORD.

Your box should look like this...



# 1st-6th Period

- 12/6/18 (Thursday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/7)
- **Complete Constructive Response (Peer Edit) Mini Lesson**
  - **Worksheet:** Follow along & practice giving feedback on sample
- **5 Minutes Independent Writing:**
  - Final Draft of Quatrains due today
- **Peer Edit with Elbow Partners**
  - Using the peer editing sheets, students will give their partners feedback on their two rough drafts mimicking Hughes's quatrains.
- **Complete Final Draft:**
  - AFTER PEER EDIT, PEER SIGNS OFF, STUDENT BRINGS ROUGH DRAFT WITH CHANGES MADE TO TEACHER FOR COPY OF FINAL DRAFT.
  - If not finished in class, finish for homework



# 2nd Period

- 12/6/18 (Thursday)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Moby Max**
  - Daily Challenge
  - Flashback Skills: Informational Text
- **Reading Literature Circles**
  - **Wayside School Gets a Little Stranger: Chapter 2**
  - **El Deafo**
  - **I Survived Mt. St. Helens**

# 7th Period

- 12/6/18 (Thursday)
- **DWL- Whole Class Share**
- **Assign Research Groups**
- **Research Day 1 in Assigned Groups:**
  - a. **Holocaust Background: Research Project**
  - b. <http://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%202/holocaust%20pre%20reading%20research%20topics.pdf?id=13361>
    - **Students will work in groups 3-4 to create a PowerPoint presentation over the different moments in the Holocaust. Students will present information on Monday.**



# Friday, December 7th 2018

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# STANDARDS COVERED: 12/7/18

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# 1st-7th Period: DWL 12/7/18 (FRI.)

R.A.C.E. Practice:

Read the short story, “A Real Grandma”.

[http://mdk12.msde.maryland.gov/share/assessment\\_items/resources/arealgrandma.html](http://mdk12.msde.maryland.gov/share/assessment_items/resources/arealgrandma.html)

**Answer the following question:**

At the beginning of the short story, the narrator doesn't feel that her grandma is a “real grandma”. According to the narrator, what makes someone a real grandma? What are grandma's actions that doesn't make her a “real” grandma? Explain. Use evidence from the story to support your explanation.

**Directions:**

**R.A.C.E. Practice. You will have ten minutes to read the story and answer the question in your DWL box.**

**In your last box, explain what you've learned this week, 3 items.**



# 1st-6th Period

- 12/7/18 (Friday)
- **DWL (Daily Writing Log): R.U.N. the R.A.C.E. Constructive Response Practice**
  - Typing DWL on Google Classroom document (due 12/7)
  - Whole Class Response also typed into Google Classroom
- **Open Notes Quiz: Langston Hughes**
  - Students will take their open notes quiz about Langston Hughes and quatrains versus other forms of poems using their folder for their quiz
- **When Finished: Figurative Language Practice using Quest Game**



# 2nd Period

- No SECOND PERIOD TODAY;
- MENTORING



# Initiative

Why you need this essential skill to be successful in life



# Essential Skills for Transition Readiness

1. Adaptability
2. Diligence
3. **Initiative**

# What is initiative?

Doing things without being asked, solving problems that others may have not noticed needed solving, and going out of your way to continue to learn and grow.

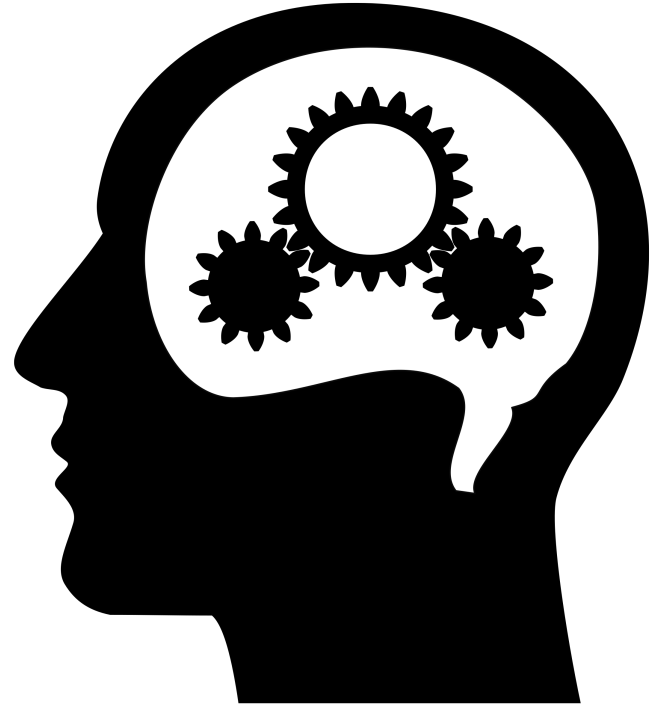




**"There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what happened."**

# Initiative is a self-management skill

It requires *resilience* and **determination**. People who show initiative demonstrate they can think for themselves and take action when necessary. It means using your head, and having the drive to achieve.



INITIATIVE IS  
DOING THE RIGHT  
THING WITHOUT  
BEING TOLD

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## Helping others



# Going the extra mile

Initiative will allow you to get ahead of the competition and ensure you're up to date with what's going on in school, at your job or career and in life.

Going out of your way to help people shows that you're willing to go above and beyond, which will impress employers.



# Initiative **CAN** be developed, but how?

## 1. What's the plan?

Research has shown that people with long term or goals are more likely to take steps to achieve them.

## 2. Build self-confidence

Set small goals so you can achieve some quick wins. And push yourself to do (positive) things that you'd otherwise be scared to do – this will not only help you build your self-confidence, but it will help you build the courage to accomplish bigger, scarier tasks later on.

# Initiative CAN be developed, but how?

## 3. Spot opportunities for improvement

People who show initiative often do so by spotting and acting on opportunities that their colleagues or leaders have not noticed. They're curious about their school and how it works, and they keep their minds open to new ideas and new possibilities.

## 4. Sense-check your ideas

You've already shown initiative by coming up with a solution. Make sure that you follow this through by doing your homework on the idea. The more you have researched and considered your ideas, the higher your chances of success will be.

# Initiative **CAN** be developed, but how?

## 5. **Develop persistence**

Persistence is the art of moving forward even when you encounter difficulty. People who show initiative often encounter difficulties and setbacks along the way, rational persistence (where you listen to, consider, and appropriately modify your direction depending on other people's input) are essential if you want to achieve your goals.

## 6. **Find balance**

While it's important to take initiative, it's just as important to be wise in the way that you use it. In some situations, it can be inappropriate to take initiative, and people who generate too much extra work for other people can upset others. This is why it's so important to learn good **decision-making techniques**. The more you enhance these skills, the better you'll be at judging when an idea is good, and it isn't.

*Initiative*





TRANSITION READINESS WORK ETHIC CERTIFICATION

# SKILLS

# ESSENTIAL

## **ADAPTABILITY**

An openness to learning and problem solving, an ability to embrace new ways of doing things.

## **DILIGENCE**

Careful and persistent work or effort.

## **INITIATIVE**

The power or opportunity to act or take charge before others do.



Partners in developing a Work Ready Community



TRANSITION READINESS WORK ETHIC CERTIFICATION

# SKILLS

# ESSENTIAL

## **KNOWLEDGE**

Exhibiting an understanding of work-related information, the ability to apply that understanding to a job, and effectively explain the concepts to colleagues in reading, writing, mathematics, science, and technology as required by the job.

## **RELIABILITY**

Showing up on time, wearing appropriate attire, self-control, motivation, and ethical behavior.

## **DRUG FREE**

Not using or taking illegal drugs, alcohol, or prescription drugs in a manner not prescribed.

## **WORK WITH OTHERS**

Practicing effective communication skills, the ability to cooperate and collaborate while demonstrating enthusiasm and respect for differing viewpoints and diversity of coworkers, and the ability to provide appropriate leadership to or support for colleagues.



Partners in developing a Work Ready Community



Partners in developing a Work Ready Community



**ATTENDANCE**

**BEHAVIOR**

**GRADES**

**GIVING BACK**

**GETTING INVOLVED**

**DRUG FREE**

**WORKPLACE ETHICS  
INSTRUCTION PROGRAM**



*Partners in developing a Work Ready Community*

## TRANSITION READINESS Work Ethic Certification Program

### High School & Middle School Standards

- **Attendance**  
Obtain no more than 2 unexcused absences.
- **Behavior**  
Incur zero behavior incidents listed in Infinite Campus.
- **Grades**  
No grades lower than a C on a quarter, semester, or final report card.
- **Giving Back & Getting Involved**  
Participate in any two:
  1. School/Community Team/Individual Sport.
  2. School/Community Extra-curricular Activity.
  3. Complete work-based learning experience such as co-op, internship, mentorship, service learning, entrepreneurship.
  4. Complete 10 hours of community service.
- **Drug Free**  
Participate in BCPS voluntary drug screening program and attain all negative drug test results.
- **Workplace Ethics Instruction Program**  
Complete Workplace Ethics Instruction Program. Essential skills taught in this program include but are not limited to: Adaptability, Diligence, Initiative, Knowledge, Reliability, Remaining Drug Free, and Working Well with Others.

### Elementary School Standards

- **Attendance**  
Obtain no more than 2 unexcused absences.
- **Behavior**  
Incur zero behavior incidents listed in Infinite Campus.
- **Grades**  
A student must have a score of Basic or above when using standards based report cards.
- **Giving Back & Getting Involved**  
Participate in any two:
  1. School/Community Team/Individual Sport.
  2. School/Community Extra-curricular Activity.
  3. Complete 10 hours of community service.
- **Workplace Ethics Instruction Program**  
Complete Workplace Ethics Instruction Program. Essential skills taught in this program include but are not limited to: Adaptability, Diligence, Initiative, Knowledge, Reliability, Remaining Drug Free, and Working Well with Others.

# **Work Ethic Certification**

## **Attendance**

No more than two unexcused absences.

## **Behavior**

No behavior incidents in Infinite Campus

## **Grades**

No grades lower than a C on midterm or final report cards

# **Work Ethic Certification**

**Giving Back**

**Getting Involved**

Participate in any two of these:

1. School/Community Team/Individual Sport
2. School/Community Extracurricular Activity
3. Complete work-based learning experience such as co-op, internship, mentorship, service learning, and entrepreneurship.
4. Complete 10 hours of community service.

# **Work Ethic Certification**

## **Drug Free**

Participate in BCPS voluntary drug screening program  
and attain all negative drug test results.

## **Workplace Ethics Instruction Program**

Complete this program (Essential Skills taught in this program include but are not limited to Adaptability, Diligence, Initiative, Knowledge, Reliability, Remaining Drug Free, and Working Well with Others.)

# **Work Ethic**

**Certification earns you  
special recognition at  
awards ceremonies and  
other great benefits!**

**See Mrs. Daugherty for  
more information.**



# 7th Period

- 12/7/18 (Friday)
- **DWL- R.U.N. the R.A.C.E. Constructive Response Practice**
- **Assign Research Groups**
- **Research Day 2 in Assigned Groups:**
  - a. **Holocaust Background: Research Project**
  - b. <http://www.troup.org/userfiles/929/My%20Files/ELA/HS%20ELA/10th%20ELA/10th%20Unit%202/holocaust%20pre%20reading%20research%20topics.pdf?id=13361>
    - **Students will work in groups 3-4 to create a PowerPoint presentation over the different moments in the Holocaust. Students will present information on Monday.**

# Monday, December 10th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*





# STANDARDS COVERED: 12/10/18

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)
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# 1st-7th Period: DWL 12/10/18 (MONDAY)

MONDAY



"I grew up like a neglected weed - ignorant of liberty, having no experience of it." -Harriet Tubman

## 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? Research Harriet Tubman's life to understand the context of this quote.

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**Directions:** Answer the following questions in complete sentences. You will need two-three sentences to explain your stance. You will have *threeminutes...*

I agree/disagree because...  
One fact about Tubman is..

# 2nd Period: DWL 12/10/18 (MONDAY)

MONDAY

What are your plans for winter break? Do you spend time with family, friends, or do you prefer to be alone?

---

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3:00



# 1st Period

- 12/10/18 (Monday)

- **New assigned seats**
- **DWL- Timed 3 Minute Written Response from a Prompt**
- **Reteaching Sound Devices & Figures of Speech**
  - **Mini Lesson:** Reteach using Cornell Notes main literary devices for sound & meaning
    - *Consonance, assonance, alliteration, repetition, rhyme (internal and end rhyme), metaphor, simile, personification, hyperbole, and onomatopoeia.*
  - **Flocabulary Video:** <https://www.flocabulary.com/lesson/what-is-figurative-language/>
    - *Play the Flocabulary Figurative Language video. Tell students that the song defines 11 types of figurative language and gives examples of each. We will focus on five terms per lesson to give students time to review each term in depth.*
    - *After the song has played, review the terms you'll be focusing on in the lesson by clicking on the blue lyrics to read more about them. Ask students to record the term definitions in their Figurative Language Notes chart. Ask students to identify examples of the terms in the lyrics and record them in the chart, too.*
  - **The Knock at the Door by Stuart Mead:**  
<https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/handout%201.11%20-%20literary%20devices.pdf>
    - **Teacher read-aloud and model how to annotate pages 1-3.**
    - **Students will independently annotate pages 4-5.**
      - *Students will annotate the short story by highlighting examples of literary devices for sound & meaning. Next to the highlighted line they will mark what the example is (i.e. metaphor)*

# 2nd Period

- 12/10/18 (Monday)
- **DWL- Timed 3 Minute Written Response from a Prompt**
  - **Students did timed creative writing about their plans for WINTER BREAK**
- **Moby Max**
  - Daily Challenge
  - Flashback Skills: Informational Text
    - Two sets of skills that students need to acquire at least 80% or better
      - Understanding graphs/charts
      - Reading and responding to informational text passages

# 3rd-5th Period

- **12/10/18 (Monday)**
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/14)
- **5 Minutes Independent Writing: Rough Drafts**
  - Final Draft of Quatrains due today
- **Peer Edit with Elbow Partners**
  - Using the peer editing sheets, students will give their partners feedback on their two rough drafts mimicking Hughes's quatrains.
- **Complete Final Draft:**
  - AFTER PEER EDIT, PEER SIGNS OFF, STUDENT BRINGS ROUGH DRAFT WITH CHANGES MADE TO TEACHER FOR COPY OF FINAL DRAFT.
  - If not finished in class, finish for homework



# 6th Period

- 12/10/18 (Monday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/14)
- **Peer Edit with Elbow Partners**
  - Using the peer editing sheets, students will give their partners feedback on their two rough drafts mimicking Hughes's quatrains.
- **Complete Final Draft:**
  - AFTER PEER EDIT, PEER SIGNS OFF, STUDENT BRINGS ROUGH DRAFT WITH CHANGES MADE TO TEACHER FOR COPY OF FINAL DRAFT.
  - If not finished in class, finish for homework
- **Quatrain & Langston Hughes Quiz on Paper with Mrs. Miles in the class**
  - Open folder and open notebook on paper quiz
    - Students who are talking will receive a zero on the quiz
    - Students may play games on their chromebook when completed with quiz





# 7th Period

- 12/10/18 (Monday)
- **DWL- Whole Class Share**
- Show Flocabulary Video: Holocaust
  - a. <https://www.flocabulary.com/unit/holocaust/>
  - b. <http://assets.flocabulary.com/pdfs/units/holocaust-fill-ins.pdf>
    - Students will watch the flocabulary video and fill-in-the blanks as they are watching.
  - c. Read independently and respond: 10 minutes  
<http://assets.flocabulary.com/pdfs/read-and-respond/holocaust-v1-read-and-respond.pdf>
    - Whole class review answers together
  - d. Pop Quiz after reading and video:  
<http://assets.flocabulary.com/pdfs/quiz/holocaust-v1-quiz.pdf>



# Tuesday, December 11th 2018

NOTHING  
WILL WORK  
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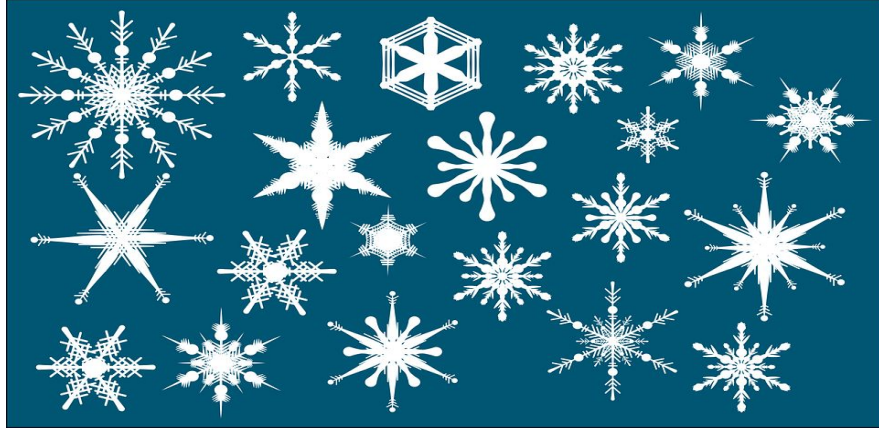
*MAYA ANGELOU*



# STANDARDS COVERED: 12/11/18

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)
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# 1st-7th Period: DWL 12/11/18 (TUESDAY)



**Directions:** For today's DWL, you will need to search the part of speech, definition, and use the word in a sentence for the word of the week.

*Tuesday: 12/11/18 Word of the Week*

**Assertive**

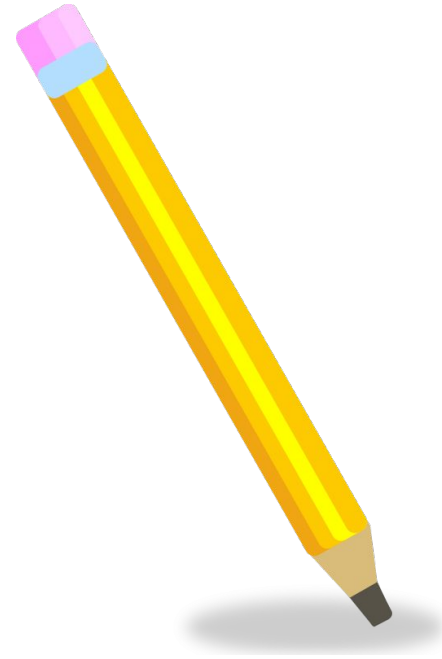
Part of Speech:

Definition:

Word Used in a Sentence:

**3:00**

# 2nd Period: DWL 12/11/18 (TUESDAY)



**TUESDAY**

"CREATIVITY IS ALLOWING YOURSELF TO MAKE MISTAKES. ART IS KNOWING WHICH ONES TO KEEP." -SCOTT ADAMS

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

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# 1st Period

- 12/11/18 (Tuesday)

- New assigned seats
- DWL- Timed 3 Minute Written Response from a Prompt
- Reteaching Sound Devices & Figures of Speech
  - Complete Read-Aloud: The Knock at the Door by Stuart Mead:  
<https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/handout%201.11%20-%20literary%20devices.pdf>
    - Teacher read-aloud and model how to annotate pages 1-3.
    - Students will independently annotate pages 4-5.
      - *Students will annotate the short story by highlighting examples of literary devices for sound & meaning. Next to the highlighted line they will mark what the example is (i.e. metaphor)*
    - Review whole class answers, trade and grade
- Biography of Matsuo Basho
  - Students will read in elbow partners about Matsuo Basho and complete research questions for the poet inside of their folders.
    - Information is coming from: *“The Essential Haiku” Versions of Basho, Buson, and Issa edited by Robert Hass*

# 2nd Period

- 12/11/18 (Tuesday)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Revise reading schedules**
- **Goals: These are DUE today**
  - **Reading Literature Circles**
    - Wayside School Gets a Little Stranger: Chapter 3 & 4
    - El Deafo: Pages 15-30
    - I Survived Mt. St. Helens: Chapter 1 & 2

# 3rd-5th Period

- 12/11/18 (Tuesday)
- **New Seating Chart**
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/14)
- **Kahoot Review: Sound Devices/Fig. Language**
- **Due Today: Quatrain**
  - Turn in final draft of quatrain inside of their manilla folders
- **Langston Hughes & Quatrain Quiz**
  - Students will take their quiz about Langston Hughes and Quatrains. They will complete on paper. When completed, students will read, write, or draw on the back of their quiz.
  - We will review whole class the answers to this quiz.



# 6th Period

- 12/11/18 (Tuesday)

Agenda for 12/11:

-New Assigned Seats

-DWL: Word of the Week "Assertive" (3 minutes)

-Review Figurative Language & Sound Devices with Flocabulary Video: <https://www.flocabulary.com/lesson/what-is-figurative-language/>

Play the Flocabulary Figurative Language video. We will focus on five terms per lesson to give students time to review each term in depth. Complete the chart using the video to guide you. Watch the video twice. First time just watch and listen, second time complete chart with five terms.

1. Assonance
2. Metaphor
3. Simile
4. Onomatopoeia
5. Personification

-Complete Peer Edit & Complete Final Quatrain

\*\*If not completed, it is for homework.



# 7th Period

- 12/11/18 (Tuesday)

Agenda for 12/11: TUESDAY

THANK YOU FOR DOING A WONDERFUL JOB FOR MRS. MCGARRY!

(Goals: complete your power point and present your findings to the class about WWII and the Holocaust)

\*\*DWL: Word of the Week "Assertive"

\*\*10 Minutes in Groups:

-----> One person from each group needs to submit your PowerPoint on Google Classroom

-----> On Google Classroom. underneath of Classwork, answer the question about your contributions to the group work

-----> Sign up for presentations day 1 and 2

-----> Rehearse in your groups, speak/read your parts out loud and help each other find mistakes

\*\*Two groups WILL present today. The remainder will present tomorrow.

After each group presents, you will complete a summary of the topic

-----> Write a 4-6 sentence summary for each presentation of the topic you learned about today. You will be given the sheets in class.

# Wednesday, December 11th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

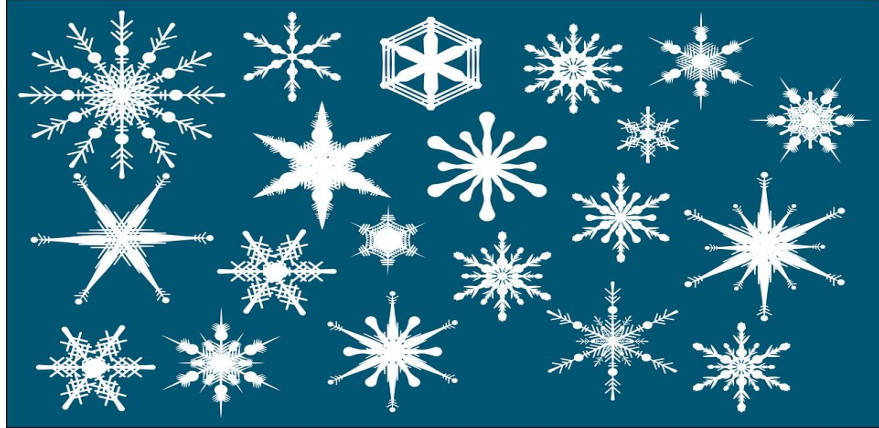
*MAYA ANGELOU*



# STANDARDS COVERED: 12/11/18

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)
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# 1st-7th Period: DWL 12/12/18 (WED)



**Directions:** For today's DWL, you will need to search the definition AND create an example of the figurative language term.

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**Wednesday**

**12/12/18**

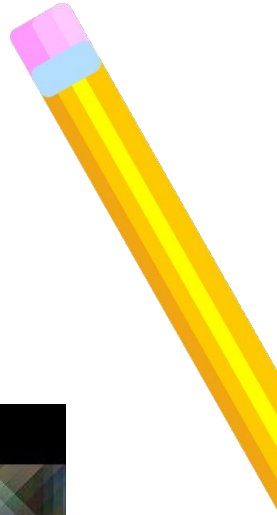
**Alliteration**

**Alliteration Definition:**

**Alliteration Example:**

**Partner's Example:**

# 2nd Period: DWL 12/12/18 (WED)



**Directions:** For today's DWL, you will need to search the definition AND create an example of the figurative language term.

---

**Wednesday**      **12/12/18**      **Irony**

- **Irony Definition:**
- **Irony Example:**
- **Partner's Example:**

**2:00**

# 1st Period

- 12/12/18 (WEDNESDAY)

- **New assigned seats**
- **DWL- Timed 3 Minute Written Response from a Prompt**
- **Biography of Matsuo Basho**
  - Students will read in elbow partners about Matsuo Basho and complete research questions for the poet inside of their folders.
    - Information is coming from: *“The Essential Haiku” Versions of Basho, Buson, and Issa edited by Robert Hass*
- **How to Write a Haiku PowerPoint**
  - **Students will learn the formula for writing a Haiku, the syllable count, and practice identifying the main elements of a Haiku in practice partner analysis during the PowerPoint. We will whole class share the responses.**

# 2nd Period

- 12/12/18 (WEDNESDAY)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Revise reading schedules**
- **Goals: These are DUE today**
  - **Reading Literature Circles**
    - Wayside School Gets a Little Stranger: Chapter 6-8
    - El Deafo: Pages 30-40
    - I Survived Mt. St. Helens: Chapter 2

# 3rd-5th Period

- 12/12/18 (Wednesday)
- **New assigned seats**
- **DWL- Timed 3 Minute Written Response from a Prompt**
- **Reteaching Sound Devices & Figures of Speech**
  - **Mini Lesson:** Reteach using Cornell Notes main literary devices for sound & meaning
    - *Consonance, assonance, alliteration, repetition, rhyme (internal and end rhyme), metaphor, simile, personification, hyperbole, and onomatopoeia.*
  - **Flocabulary Video:** <https://www.flocabulary.com/lesson/what-is-figurative-language/>
    - *Play the Flocabulary Figurative Language video. Tell students that the song defines 11 types of figurative language and gives examples of each. We will focus on five terms per lesson to give students time to review each term in depth.*
    - *After the song has played, review the terms you'll be focusing on in the lesson by clicking on the blue lyrics to read more about them. Ask students to record the term definitions in their Figurative Language Notes chart. Ask students to identify examples of the terms in the lyrics and record them in the chart, too.*
  - **The Knock at the Door by Stuart Mead:**  
<https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/handout%201.11%20-%20literary%20devices.pdf>
    - **Teacher read-aloud and model how to annotate pages 1-3.**
    - **Students will independently annotate pages 4-5.**
      - *Students will annotate the short story by highlighting examples of literary devices for sound & meaning. Next to the highlighted line they will mark what the example is (i.e. metaphor)*





# 6th Period

- 12/12/18 (Wednesday)

-New Assigned Seats

-DWL:

-Review Figurative Language Words and Sound Devices with Kahoot

-Review Quatrain on Board by analyzing in Journal (next slide)

-Review How to Peer Edit

--Complete Peer Edit & Complete Final Quatrain

\*\*If not completed, it is for homework.

# 7th Period

- 12/12/18 (Wednesday)

\*\*\*\*\*GOALS FOR THE DAY\*\*\*\*\*

COMPLETE SUMMARIES AND PRESENTATIONS FOR TWO GROUPS. LEARN HOW TO SUMMARIZE.

\*\*DWL: FIGURATIVE LANGUAGE WORD OF THE WEEK

GROUP PRESENTATIONS TODAY:

- GROUP 2: 5-7 MINUTES
  - 1 MINUTE QUESTIONING
  - 3 MINUTE SUMMARY
- GROUP 3: 5-7 MINUTES
  - 1 MINUTE QUESTIONING
  - 3 MINUTE SUMMARY
- GROUP 4: 5-7 MINUTES
  - 1 MINUTE QUESTIONING
  - 3 MINUTE SUMMARY

**Thursday, December 13th 2018**

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# STANDARDS COVERED: 12/13/18

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)
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# 2nd Period: DWL 12/13/18 (THURS.)



What is your favorite color? Use your 5 senses to describe the color.

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**Directions:** For today's DWL, explain your favorite color using your five senses.

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**THURSDAY 12/13/18**

- My favorite color is \_\_\_\_.
  - It tastes like \_\_\_\_.
  - It smells like \_\_\_\_.
  - It sounds like \_\_\_\_.
  - It feels like \_\_\_\_.
  - It looks like \_\_\_\_.



# 1-7th Period: DWL 12/13/18 (THURS.)



## THURSDAY

Imagine this: You're on your way to a friend's house and you are in a car accident. The driver who hit you was texting and driving. How would you persuade the other driver to stop texting and driving in a non-aggressive manner?

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**Directions:** For today's DWL, explain how you would stop someone from texting and driving in a non aggressive way.

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### THURSDAY 12/13/18

**I would stop someone from texting and driving in a non-aggressive way by...**

**2:00**

# 1st Period

- 12/13/18 (THURSDAY)
- New assigned seats
- DWL- Timed 3 Minute Written Response from a Prompt
- Complete How to Write a Haiku PowerPoint
  - Students will learn the formula for writing a Haiku, the syllable count, and practice identifying the main elements of a Haiku in practice partner analysis during the PowerPoint. We will whole class share the responses.
- Poetry Analysis: Read and analyze two Haikus with an elbow partner from Basho in ten minutes.
  - Whole class share thoughts.
- Brainstorming Sheet: Using ideas and knowledge of Haikus, create your own Haiku comic.
- Comic Strip Creation: Haiku Writing Activity Day 1
  - Introduce rubric and expectations. Comic is due on 12/20.

# Basho's Death Poem

Sick on my journey,  
only my dreams will wander  
these desolate moors

*Matsuo Basho*

**“Basho’s  
Death  
Poem”**

**\*Published  
in 1694**







# Haiku

An old silent pond

A frog jumps into the pond, splash!

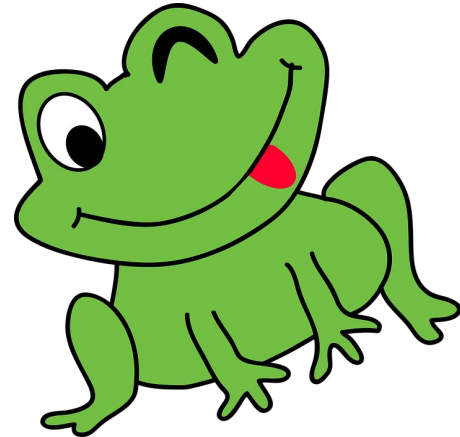
Silence again.

## **FIX THE HAIKU**

**Title: An Old Silent Pond**

**Author: Matsuo Basho**

**Published: 1694**



# 2nd Period

- 12/13/18 (THURSDAY)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **INFORMATIONAL TEXT: READING SKILLS MOBYMAX**
  - **Goal: mastery of 80% on skills**
- **Revise reading schedules**
- **Goals: These are DUE TOMORROW**
  - **Reading Literature Circles**
    - Wayside School Gets a Little Stranger: Chapter 8-9
    - El Deafo: Pages 40-50
    - I Survived Mt. St. Helens: Chapter 3-4

# 3rd-5th Period



- 12/13/18 (THURSDAY)
- **DWL- Timed 3 Minute Written Response from a Prompt**
- **The Knock at the Door by Stuart Mead:**  
<https://www.edb.gov.hk/attachment/en/curriculum-development/resource-support/net/handout%201.11%20-%20literary%20devices.pdf>
  - **Teacher read-aloud and model how to annotate pages 1-3.**
  - **Students will independently annotate pages 4-5.**
    - *Students will annotate the short story by highlighting examples of literary devices for sound & meaning. Next to the highlighted line they will mark what the example is (i.e. metaphor)*

# 6th Period

- 12/13/18 (THURSDay)

- -DWL: DWL- Timed 3 Minute Written Response from a Prompt  
"How would you respond to someone who wrecked into your car because they were texting and driving? You must respond in a non-aggressive way."
- -10 Minutes at Level 0 to complete writing Quatrain Final Draft:
  - Quatrains to be placed in Manilla Folders when completed
  - If finished early, may play one of the figurative language games on their computer
- Elbow Partner Research: Matsuo Basho: Poet Research
  - Whole Class Share findings and review answers
- Cornell Notes: How to Write a Haiku

# 7th Period

- 12/13/18 (THURSDAY)

\*\*\*\*\*GOALS FOR THE DAY\*\*\*\*\*

COMPLETE SUMMARIES AND PRESENTATIONS FOR TWO GROUPS. LEARN HOW TO SUMMARIZE.

\*\*DWL: For today's DWL, explain how you would stop someone from texting and driving in a non aggressive way.

GROUP PRESENTATIONS TODAY: Summaries are due at the end of presentations today.

- GROUP 5: 5-7 MINUTES
  - 1 MINUTE QUESTIONING
  - 3 MINUTE SUMMARY
- GROUP 6: 5-7 MINUTES
  - 1 MINUTE QUESTIONING
  - 3 MINUTE SUMMARY
- RE-INTRODUCE FIGURATIVE LANGUAGE BOOKLET & DUE DATE: 12/20
  - STUDENTS WILL WORK ON THIS TODAY IN CLASS

**Friday, December 14th 2018**

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# STANDARDS COVERED: 12/14/18

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)
<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.2</a> (Using correct grammar &amp; spelling)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.6</a> (Using grade appropriate words in writing to form a complete sentence)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.10</a> (read complexity of text 6-8)</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (Figurative Language Usage)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.5</a> (Demonstrates understanding of Figurative Language in words)</li><li>● <a href="#">CCSS.ELA-LITERACY.W.7.8</a> (gather research on author study and cite sources used)</li></ul> <p>Reference: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (Figurative Language Usage)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.5</a> (Demonstrates understanding of Figurative Language in words)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.10</a> (read complexity of text 6-8)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (interpret fig. Language in passage)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.6</a> (how point of view effects passage)</li></ul>

# 1st-6th Period: DWL 12/14/18 (FRI.)

R.A.C.E. Practice:

Read the short story, "Follow that Horse".

[http://mdk12.msde.maryland.gov/share/assessment\\_items/resources/follow\\_that\\_horse.html](http://mdk12.msde.maryland.gov/share/assessment_items/resources/follow_that_horse.html)

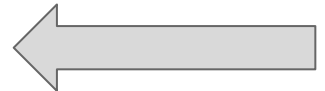
**Answer the following question:**

You will read about Cuddles, the horse, and how it changed Dan's life. Explain how Cuddles changed Dan's life. In your response, use information from the article that supports your explanation.

**Directions:**

**R.A.C.E. Practice. You will have ten minutes to read the story and answer the question in your DWL box.**

**In your last box, explain what you've learned this week, 3 items.**





# 2nd & 7th Period: DWL 12/14/18 (FRI.)



**Things to Consider:** Where is this? What are other's reactions? What are they wearing? What are important symbols/colors? What are they doing? When was this?

**Directions:** For today's DWL, explain what you think is going on in the photo.

---

**FRIDAY 12/15/18**

**First Look (30 seconds):** Jot down what you observe

**Second Closer Look (1 minute):** Jot Down your hypothesis of what is going on.

**Pair & Share:** What is going on?

**Reveal**

**0:30**



**1:00**





This week's image comes from the May 27, 2009 "[Pictures of the Day](#)" on the New York Times Lens blog.

The original caption reads:

Chinese Health Ministry employees entered an airplane after it arrived at the airport in Shanghai from Germany to take the passengers' temperatures in a check against swine flu. More than 12,000 infections have been confirmed across 43 countries.

# 1st Period

- 12/14/18 (FRIDAY)

- **DWL- RUN the RACE practice (10 minutes)**
  - Independent work, partner share, and whole class share
  - Demonstrate whole class answer, copy onto DWL
- **Comic Strip Creation: Haiku Writing Activity Day 2**
  - Comic is due on 12/14 (today).
- **Study Guide for End of Quarter Final handout on Google Classroom**
  - Review Day 1st Period: Monday during class
  - Final for 1st Period: Tuesday
  - Play Quizlet for Quarter 2 Poetry Final as a tool to study

# 2nd Period

- 12/14/18 (FRIDAY)
- **DWL- Timed 3 Minute Written Response from a Prompt reteaching old concepts (flashbacks)**
- **Goals: These are DUE today**
  - **Reading Literature Circles**
    - Wayside School Gets a Little Stranger: Chapter 8-9
    - El Deafo: Pages 40-50
    - I Survived Mt. St. Helens: Chapter 3-4
- **FINAL READING PROBES**

# 3rd-5th Period



- 12/14/18 (FRIDAY)
- **DWL- RUN the RACE practice (10 minutes)**
  - Independent work, partner share, and whole class share
  - Demonstrate whole class answer, copy onto DWL
- **Study Guide for End of Quarter Final handout on Google Classroom**
  - Review Game Day 1st-6th Period: Monday during class
  - Final for 1st-3rd Period: Tuesday
  - Final for 5th-6th Period: Wednesday
  - Final for 4th Period: Monday or Thursday...
  - Play Quizlet for Quarter 2 Poetry Final as a tool to study
    - [https://quizlet.com/\\_5g6kny](https://quizlet.com/_5g6kny)
- 5TH PERIOD: DRAFTING AND CREATING A HAIKU AFTER LUNCH



# 6th Period

12/14/18 (FRIDAY)

- **DWL- RUN the RACE practice (10 minutes)**
  - Independent work, partner share, and whole class share
  - Demonstrate whole class answer, copy onto DWL
- **Study Guide for End of Quarter Final handout on Google Classroom**
  - Review Game Day 1st-6th Period: Monday during class
  - Final for 1st-3rd Period: Tuesday
  - Final for 5th-6th Period: Wednesday
  - Final for 4th Period: Monday or Thursday...
  - Play Quizlet for Quarter 2 Poetry Final as a tool to study
    - [https://quizlet.com/\\_5g6kny](https://quizlet.com/_5g6kny)
- COMPLETE Elbow Partner Research: Matsuo Basho: Poet Research
  - Whole Class Share findings and review answers
- Rough & Final Draft of Haiku Comic Strip!

# 7th Period

- 12/13/18 (THURSDAY)

\*\*\*\*\*GOALS FOR THE DAY\*\*\*\*\*

COMPLETE SUMMARIES AND PRESENTATIONS FOR TWO GROUPS. LEARN HOW TO SUMMARIZE.

\*\*DWL: For today's DWL, explain how you would stop someone from texting and driving in a non aggressive way.

- RE-INTRODUCE FIGURATIVE LANGUAGE BOOKLET & DUE DATE: 12/20
  - STUDENTS WILL WORK ON THIS TODAY IN CLASS



**Monday, December 17th 2018**

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# STANDARDS COVERED: 12/17/18

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)
<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.2</a> (Using correct grammar &amp; spelling)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.6</a> (Using grade appropriate words in writing to form a complete sentence)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.10</a> (read complexity of text 6-8)</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (Figurative Language Usage)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.5</a> (Demonstrates understanding of Figurative Language in words)</li><li>● <a href="#">CCSS.ELA-LITERACY.W.7.8</a> (gather research on author study and cite sources used)</li></ul> <p>Reference: <a href="http://www.corestandards.org">http://www.corestandards.org</a></p>	<ul style="list-style-type: none"><li>● <a href="#">CCSS.ELA-LITERACY.W.7.10</a> (On Demand Writing)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (Figurative Language Usage)</li><li>● <a href="#">CCSS.ELA-LITERACY.L.7.5</a> (Demonstrates understanding of Figurative Language in words)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.10</a> (read complexity of text 6-8)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.4</a> (interpret fig. Language in passage)</li><li>● <a href="#">CCSS.ELA-LITERACY.RL.7.6</a> (how point of view effects passage)</li></ul>

# 1st-7th: DWL 12/17/18 (MON.)



**Things to Consider:** Where is this? What are other's reactions? What are they wearing? What are important symbols/colors? What are they doing? When was this?

**Directions:** For today's DWL, explain what you think is going on in the photo.

---

**MONDAY 12/17/18**

**First Look (30 seconds):** Jot down what you observe

**Second Closer Look (1 minute):** Jot Down your hypothesis of what is going on.

**Pair & Share:** What is going on?

**Reveal**

**0:30**





1:00



This week's image comes from the March 19, 2010 [“Pictures of the Day”](#) on the New York Times Lens blog. The original caption reads:

Members of the so-called Bureau of Organized Bikeline Safety alerted cars and trucks blocking the bike lanes along Avenue of the Americas from 23rd Street to 42nd Street in New York.



# 1st-6th Period

- 12/17/18 (MONDAY)

- **Daily Writing: Monday**

- What's going on in this photo?
- Independent work, partner share, and whole class share

- **1st & 6th Period Comic Strip Creation: Haiku Writing Activity Day 2**

- Comic is due on 12/20 (Thursday).

- **Study Guide for End of Quarter Final handout on Google Classroom**

- Review Game Day 1st-6th Period: Monday during class
  - *5 Minutes: Independent Review on Quizlet to Prepare for Game*
  - *Review Game Basketball: Split into three teams.*
    - Each team will create their lineup (5 minutes) of who is going to go when and have one person come up from each side to compete answering a question. All three people must wait until the question is read in its entirety. If they think they know the answer, they must compete by saying their name to answer. Whoever says their name first, gets the first chance to answer the question. If they get it right, they earn a point.
    - If they answer the question correctly, they get a chance to earn a second point by shooting the ball into the basket.

# Schedule for 1st-6th Period: 12/17-12/20

	Monday	Tuesday	Wednesday	Thursday
1st Period	*Review Game Day *Work on Comic	Final Exam	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
3rd Period	*Review Game Day	Final Exam	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
4th Period	*Review Game Day	Field Trip	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
5th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
6th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today

# 2nd Period

- 12/17/18 (MONDAY)
- **Daily Writing: Monday**
  - What's going on in this photo?
  - Independent work, partner share, and whole class share
- **Review Figurative Language: Create Own Simile Spinners**
  - Students will create their own simile spinners and work with an elbow partner to complete the simile review task
- **Reading Groups**
  - **Complete assignment from Friday**
    - **Wayside Stories (Chapter 8-10)**
    - **El Deafo (50-60)**
    - **I Survived (Chapter 2-3)**



# 7th Period

- 12/17/18 (MONDAY-THURSDAY)

- **Daily Writing: Monday**

- What's going on in this photo?
- Independent work, partner share, and whole class share

- **Review Expectations from Rubric**

- Checklist for figurative language booklet on board
- Students will work on figurative language booklet. It is due 12/20 (Thursday)
  - If they complete early, they may play one of the figurative language games.

- **Return Work**

- Work will be passed back out from Quarter 2

- **Schedule:**

- *Monday: work on figurative language booklet*
- *Tuesday: field trip, no class*
- *Wednesday: work on figurative language booklet- begin holiday movie*
- *Thursday: figurative language booklet due, complete holiday movie*

# Tuesday, December 18th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# STANDARDS COVERED: 12/18/18

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)
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# 1st-6th Period

- 12/18/18 (TUES)
- **1st Period: Broadcast, pass back work during broadcast, and final exam on Google Classroom**
- **3rd Period: Final Exam on Google Classroom, pass back work during final exam**
- **4th Period: Field Trip- dismiss to lunchroom for food and pick up food from the cafeteria, eat in the gym.**
- **5th-7th Period: Field Trip**

# Schedule for 1st-6th Period: 12/17-12/20

	Monday	Tuesday	Wednesday	Thursday
1st Period	*Review Game Day *Work on Comic	Final Exam	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
3rd Period	*Review Game Day	Final Exam	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
4th Period	*Review Game Day	Field Trip	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
5th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
6th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today

# 2nd Period

- 12/18/18 (TUESDAY)
- Review Quizlet for Final Exam: Review game basketball
- Reading Groups
  - Complete assignment from Friday
    - Wayside Stories (Chapter 11-12)
    - El Deafo (50-60)
    - I Survived (Chapter 4)

**Wednesday, December 19th 2018**

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# STANDARDS COVERED: 12/19/18

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)
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# 1st-7th Period

- 12/19/18 (WED)

- **1st Period:** Broadcast, work on Haiku Comics, and extra credit for Cloudy with a Chance of Meatballs, (10 minutes left of class, cafeteria for 7th grade meeting)
- **3rd Period:** Makeup Work Day
- **4th Period:** Makeup Work Day
- **5th-6th Period:** Complete final exam, open notes
- **7th Period:** Complete Avenue of Righteous Summary walkthrough. Review summaries and important people. Add names of important people to Learning Log to prepare for Quarter 3. Work on figurative language booklets.

**\*\*Students with missing work will report to Mrs. Vinson and Mrs. Clark's room to makeup missing assignments.**

# Schedule for 1st-6th Period: 12/17-12/20

	Monday	Tuesday	Wednesday	Thursday
1st Period	*Review Game Day *Work on Comic	Final Exam	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
3rd Period	*Review Game Day	Final Exam	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
4th Period	*Review Game Day	Field Trip	STUDY ACTIVITY	Holiday Movie: Fig. Lang.
5th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today
6th Period	*Review Game Day *Work on Comic	Field Trip	*Work on Comic *Holiday Movie	*Work on Comic *Holiday Movie *Comic Due Today

# 2nd Period

- 12/19/18 (WEDNESDAY)
- **Reading Groups**
  - *Wayside Stories (Chapter 14-15)*
  - *Read El Deafo (50-60)*
  - *I Survived (Chapter 5 Activity)*
-

# Thursday, December 20th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*

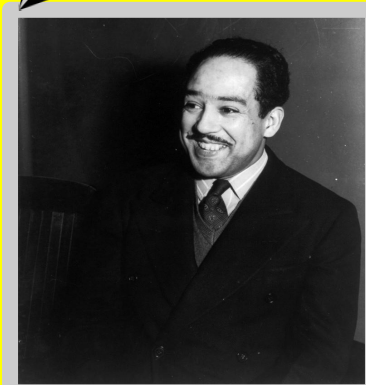


# 1st-7th Period

- 12/20/18 (THURS)
- **1st Period:** Broadcast, work on Haiku Comics, and extra credit for Cloudy with a Chance of Meatballs
- **2nd Period:** Complete any missing work in binders (10 minutes)
  - *Figurative Language Review Jeopardy: Two Teams, winner gets candy canes*
- **3rd Period:** Christmas Program in Gym 9:30-???
- **4th Period:** Final Exam, open notes
- **5th-6th Period:** Complete final exam, open notes, complete Haiku Comic Strips, & Extra Credit Movie
- **7th Period:** Avenue of Righteous Summary booklet returned. Work on figurative language booklets. Opportunity for Extra Credit movie.

# 1st-6th Period

- **12/10/18 (MONday)**
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 12/7)
- **Langston Hughes Extension Activity: Whole Class Day One**
  - **Langston Hughes versus Walt Whitman**
    - Part A: Schema----> Practice Reflection & Response
    - Part B: Read Aloud Both Poems
    - Part C: Venn Diagram
      - Fill in as whole class notices differences



# 1st-6th Period

- 12/10/18 (MONday)
- **Directions Part A: Schema (Background Knowledge)**
- **Warm Up on Paper: Build Schema**
  - Divide your looseleaf into three sections (as Mrs. Clark models for you)
  - Before reading the poems, choose three of the following questions to respond to in a free write. Completely fill up each section in your looseleaf.
    - *What would you most like to celebrate about America?*
    - *What is your view of America—is it great? Why or why not?*
    - *How do you define the American experience?*
    - *How do you define the American dream?*
    - *Which groups are left out of that dream? Why?*
    - *How do people react who are not a part of the dream?*
    - *How does popular culture portray the country as a whole? Talk about a specific example.*
- **Part B: Read Aloud Both Poems**
- **Part C: Whole Class Venn Diagram**



# 7th Period

- 12/6/18 (Thursday)
- **DWL- Read & respond individually inside of today's box**
- **Mini Lesson: Themes on Google Classroom**
  - Learn & Respond about Themes from Flocabulary
    - After watching video, respond to each section and complete the theme assessment assigned on Google Classroom
  - Discuss & add possible themes to the Book Thief chart
  - <https://www.flocabulary.com/unit/theme/>
- **Partner Read-Aloud: 85-90**
  - Begin answering questions for Part Two