

# NOVEMBER 2018

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

# **MWMS: 7th LA/Reading**

## **Mrs. Clark**



**Quarter 2:**  
**Learning Language Through Poetry**

# Thursday, November 1st 2018

**“Be stupid, be dumb, be funny, if that's who you are.  
Don't try to be someone that society wants you to  
be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/1/18

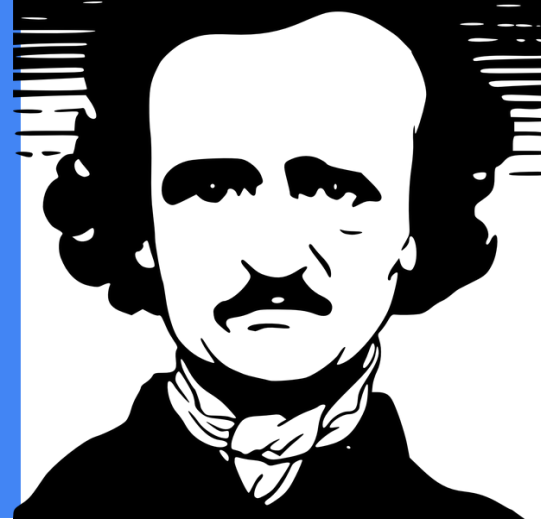
- **1st, 3rd, 4th, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my poetry project and be given my manilla folder to store my binder. I will be shown where my manilla folder goes when I'm not working on my project. I will perform an in-class poetry analysis of "Cask of Amontillado" to add to my manilla folder project.
- **2nd Period:** I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship. I will read aloud the story about the slaves on the plantations. I will use reading comprehension strategies to assist me in my reading/writing my responses to passage.
  - <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf> (Before, During, After Reading)
- **7th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3. I will begin research for pre-reading of my project on the Book Thief. I will whole class share the information I've learned. We will watch the movie trailer of the Book Thief to make connections between information researched and information in the story.

# STANDARDS COVERED: Thurs, 11/1/18

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></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>●</li></ul>

# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/1/18 (THURS.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt.
  - Whole Class Share
- **Poetry Project for Remainder of Quarter: Author Study & Poetry Write Up**
  - *Project: Research the author, read a poem by the author, perform an analysis on the poem, & create a poem using the same form the author used, quizzes weekly over authors*
    - I will be introduced to my poetry project and be given my manilla folder to store my binder. I will be shown where my manilla folder goes when I'm not working on my project. I will perform an in-class poetry analysis of "Cask of Amontillado" to add to my manilla folder project.
- **Read "Cask of Amontillado": Day 2**
  - **Create Masks**
  - **Complete Venn Diagram of Poetry Story vs. Real Life**



# 2nd Period Classwork: 11/1/18 (THURS)

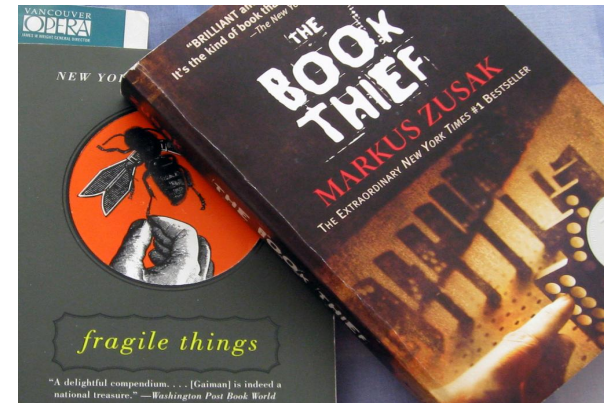
## Reading Strategies:

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship.
- **Complete "The Run": Short Story ?'s**
  - Complete read-aloud and complete questions by whole class sharing and practicing answering in complete sentences.
- **Figurative Language Quest Practice**
  - @ End of Class with Extra Time
  - Interactive Online Game Practice Identifying Figurative Language Types in Sentences (link on Google Classroom)

# 7th Period PRE-AP Classwork: 11/1/18 (THURS)

## Pre-AP:

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship.
- **Read "Cask of Amontillado": Day 2**
  - Create Masks showing coat of arms & tie into carnival
  - Complete Venn Diagram of Poetry Story vs. Real Life
- **The Book Thief Project: (Handed out in class)**
  - **Project Packet:** I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3.
  - **Making Connections:** Movie Trailer (on slide from youtube)
    - We will watch the movie trailer of the Book Thief to make connections between information researched and information in the story. Discussion in class.





# DWL: 11/1/18 (Thurs)

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

### Creative WRITING

THURSDAY

OPINION: How has writing impacted your life and how do you think others can benefit from writing more?



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3:00

DWL: 11/1/18

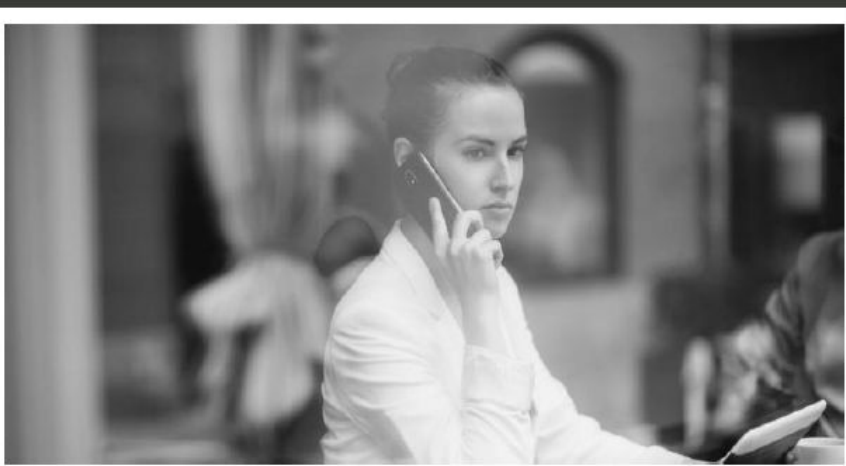
Directions: For today's DWL, you will respond in 2 complete sentences answering all questions.

# DWL: 11/1/18 (Thurs) 2nd Period



DWL: 11/1/18

**Directions:** For today's DWL, you will read the prompt and answer the following questions.



## THURSDAY

Create the dialogue between the woman in the picture and the person on the other line.  
What are they talking about?  
How are they both feeling?  
Where is the other person?

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# Friday, November 2nd 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/2/18

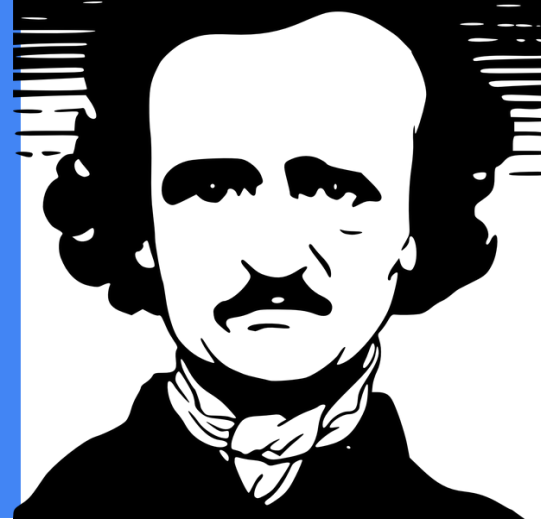
- **1st, 3rd, 4th, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my poetry project and be given my manilla folder to store my binder. I will be shown where my manilla folder goes when I'm not working on my project. I will begin my poetry project by continuing studying about Edgar Allan Poe by researching the author and sharing my findings in class. I will respond to my research in complete sentences.
- **2nd Period:** I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship. I will work on reading probes to determine my vocabulary acquisition and growth in reading. I will read aloud the story about the slaves on the plantations. I will use reading comprehension strategies to assist me in my reading/writing my responses to passage.
  - <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf> (Before, During, After Reading)
- **7th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3. I will begin reading the prologue with a whole class read aloud and complete a close reading with my elbow partner then return whole class to share our findings. I will analyze how language contributes to tone/mood and identify examples of figurative language in the prologue.

# STANDARDS COVERED: FRI, 11/2/18

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# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/2/18 (FRI.)

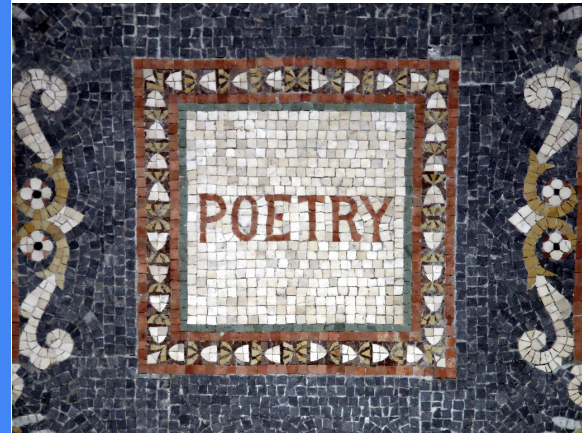
- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week. Turn in your work to google classroom.
  - Whole Class Share
- **1ST-7TH PERIOD: R.A.C.E.**
  - Students practiced how to do R.A.C.E. as apart of their DWL. They took notes in their journal practicing how to complete constructive response questions. Whole class they completed constructive response questions.
  - **1st R.A.C.E. Quiz:** Students worked on comparing and contrasting the real life story from the poem of Cask of Amontillado by working on R.A.C.E. question.
- **3rd Period:** Complete the poem, Cask of Amontillado, modern english version.
- **(1-6th Period) Mask Con't:** Finishing touches on masks for Cask of Amontillado by researching symbols, colors, and animals for their last name Coat of Arms.
- **(1-6th Period) Complete Venn Diagram in Journal:** Students will complete the compare/contrast venn Diagram inside of their journals of the poem/real life story of the Cask of Amontillado.



# 2nd Period Classwork: 11/2/18 (FRI)

## Reading Strategies:

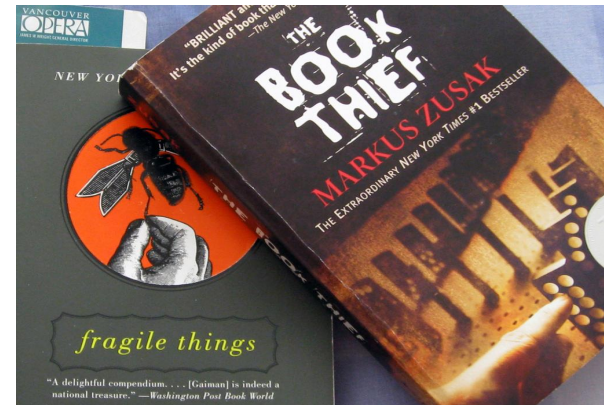
- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship.
- **Reading Probes: Administered by Mrs. Miles**
  - Students will have 3 minutes to read a passage and circle the words that best complete the sentences in the passages based off their meanings and contribution to the sentence.
- **Literature Circles (rotate every 5 minutes)**
  - Figurative Language Quest Practice on Chromebook
  - Compound Word, Sight Word Hangman on Smartboard w/ a partner
  - Sight Word Matching with Definition w/ a partner
  - Read-aloud Dolphin Story w/ Mrs. Miles & Mrs. Clark w/ a partner



# 7th Period PRE-AP Classwork: 11/2/18 (FRI)

## Pre-AP:

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship.
- **The Book Thief Project: (Handed out in class)**
  - **Prologue Close Reading w/ Elbow Partners:**
    - I will begin reading the prologue with a whole class read aloud and complete a close reading with my elbow partner.
      - I will analyze how language contributes to tone/mood and identify examples of figurative language in the prologue.
    - Whole Class Share & Discussion
  - **Learn how to do Reading Discussion Circles for Next Week**
    - **Poster with Rules in Classroom**

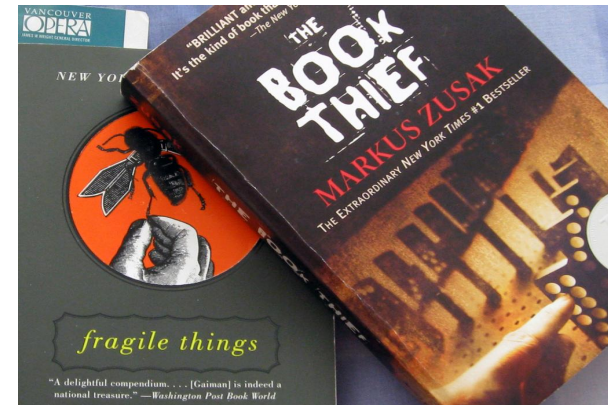




# 7th Period PRE-AP Classwork: 11/2/18 (FRI)

## Pre-AP:

- **DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my DWL on my Chromebook and submit online for a quick 30 point classwork grade.
  - I will watch the teacher model the whole class response about R.A.C.E. on the white board and copy the response as a part of my DWL.
- **R.A.C.E.**
  - I will learn about Run the RACE Constructive Response and add those notes into my journal about how to use this formula to construct a response.
- **The Book Thief Project: (Handed out in class)**
  - I will review expectations with my teacher about my Quarter 2 project and see how this project will continue into Quarter 3.



# Add to Journal: R.U.N. the R.A.C.E. for Constructive Response

R = Read the Question

U= Underline the parts of the question you need to answer

N= Number your questions and see how many you need to respond to.

R = R.U.N. the Question and Restate

A= Answer the question

C= Cite Evidence from passage(s)  
*(The passage said that “Kentucky football is better this year” (Clark).)*

E= Explain Evidence  
*(This evidence shows how/that...)*



### All About Emojis

*These days, most people use Emojis. There are almost 2,000 of them! You can find an Emoji for almost anything. They let people express ideas with pictures. They can be a lot of fun and a good way to show someone how you feel without using words. Also, they help people say what they mean with less effort, which is a good thing. Even young kids who don't know how to read can understand them.*

1. **Use the R.A.C.E. strategy to answer the following question in complete sentences:** Why does the author think Emojis are good? Give reasons from the paragraph to support your answer.

# DWL: 11/2/18 (FRI)

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

### Period



DWL: 11/2/18

**Directions:** For today's DWL, you will use R.A.C.E. to practice on-demand constructive responses.

**10:00**

# DWL: 11/2/18 (FRI)

## 2nd Period

3:00

DWL: 11/2/18

**Directions:** For today's DWL, you will read the prompt and answer the following questions.

FRIDAY

CRITICAL  
*Thinking*

If you had the opportunity to invent the "perfect" best friend for you, what would his or her qualities be?

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SOMETHING I LEARNED THIS WEEK:

# Wednesday, November 7th 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/7/18

- **1st, 3rd, 4th, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my poetry project and be given my manilla folder to store my work. I will research Edgar Allan Poe for my poetry project and learn how to correctly cite my information for researching. I will partner share my findings from the biography reading and whole class share my findings for both the video and reading.
- **2nd Period:** I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship. I will work on reading probes to determine my vocabulary acquisition and growth in reading. I will read aloud the story about the slaves on the plantations. I will use reading comprehension strategies to assist me in my reading/writing my responses to passage.
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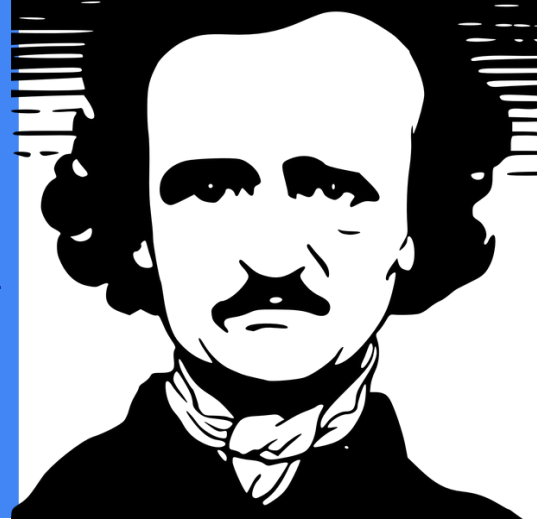
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# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/7/18 (WED.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
- **Homework:** Complete Mask w/ Coat of Arms on it for tomorrow's DWL
  - Will have 5 minutes at end of period to work on it
- **Quick Write Contest:** Come up with ten facts about Edgar Allan Poe in 3 minutes using Google. All students will be instructed to stand beside their desks. Students will give one fact in turn around the room. When a student says a fact, the others in the class must mark an X beside it. No fact can be said twice. If a student does not have the fact on his or her paper, he or she can add the fact with an X beside it. When a student runs out of facts he or she is out of the game and may be seated. The last one standing is the winner. A small prize may be given to the winner.
- **Poetry Project Author Study: Day 1 Edgar Allan Poe**
  - **Biography Video:** <https://www.youtube.com/watch?v=x-387NMCR6w> (Students watch short biography video and add to their biography sheets about Poe)
    - Annotate & Whole Class Share
  - **10 Minutes Partner Read Aloud:** With their elbow partner, students will read the biography about Edgar Allan Poe and add to their sheets information they've learned about him (passage posted on G.C. Stream for reading)
    - <https://www.dvusd.org/cms/lib011/AZ01901092/Centricity/Domain/1746/Edgar%20Allan%20Poe%20-%20Biography%20-%20Writer%20-%20Biography.pdf>
    - Read aloud & whole class share
  - **CITATIONS: KNIGHTCITE**
    - **Annotate Information (Cite Information) to their sheets**
    - Learn about Knightcite and how to cite information
    - Add citations to their sheets

3:00

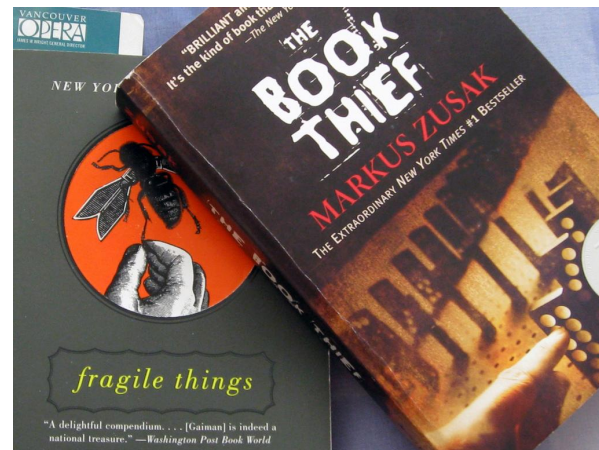




# 7th Period PRE-AP Classwork: 11/7/18 (wed)

## Pre-AP: Reading

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my chromebook to develop typing skills needed.
- **Book Predictions Based off Movie Trailer & Synopsis on Google Classroom under Classwork:**
  - Students will watch the movie trailer for "The Book Thief" and make predictions about what the story is about on their Chromebooks on G.C.
  - Students will read the synopsis on the back of the book and then compare their predictions from the movie trailer on the form on Google Classroom under Classwork "Movie Trailer Versus Novel".
  - *Share thoughts with elbow partners then whole class share on class Venn Diagram*
- **The Book Thief Project: (Handed out in class)**
  - **Prologue Close Reading w/ Elbow Partners:**
    - I will begin reading the prologue with a whole class read aloud and complete a close reading with my elbow partner.
      - I will analyze how language contributes to tone/mood and identify examples of figurative language in the prologue.
    - Whole Class Share & Discussion
  - **Learn how to do Reading Discussion Circles for Next Week**
    - **Poster with Rules in Classroom**



# 2nd Period Classwork: 11/7/18 (Wednesday)

## Reading Strategies

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
- **Strategies:**
  - Students will learn about the different strategies in reading and will work on applying the skills to become more effective readers. The strategies will be posted above the whiteboard in the classroom for students to reference during the reading.
  - Students will work on handouts for reading strategies while beginning this short story.
- **Read Aloud: "Slaves & Plantations" in *Rise & Shine* Packet**  
**Day 1: Pre-Reading & During Reading Strategies**
  - I will finish reading aloud with Mrs. Clark & Mrs. Miles "Slaves & Plantations". I will practice using R.A.C.E. strategies to respond to answer constructive response questions in complete sentences.
  - I will review whole class my answers and check/self-edit my work in red pen.



WEDNESDAY

# Figurative LANGUAGE

Definition:

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Create an Example:

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IRONY

**DWL: 11/7/18 (WED)**  
**1st, 3rd, 5th, 6th, 7th**  
**Period**

DWL: 11/7/18

Directions: For today's DWL, you will define the figurative language word "Irony" and create a sentence that shows how "irony" looks like in figurative language.

**EXAMPLE:** Simile

- **Definition:** Simile compares two nouns using like or as.
- **Sentence:** My cat moves as slow as a sloth.

Time:

You have 3 minutes!

**3:00**

# WEDNESDAY



How has social media changed our communication skills as a society?

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## DWL: 11/7/18 (WED) 2nd Period

DWL: 11/7/18

Directions: For today's DWL, you will give an example of how social media has changed our communication skills and create a second complete sentence explaining.

EXAMPLE:

- Social media has changed communication skills like making eye contact...
- This is because...

Time:

You have 3  
minutes!

3:00

# Thursday, November 8th 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/8/18

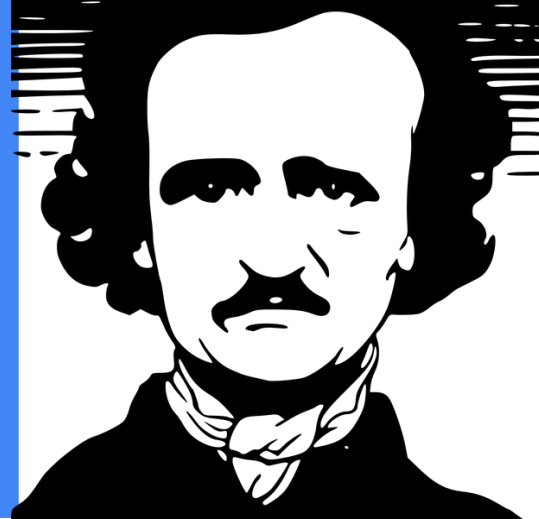
- **1st, 3rd, 4th, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my poetry project and be given my manilla folder to store my work. I will continue my research of Edgar Allan Poe and see how he writes the form, cinquain. I will perform a poetry analysis on the cinquain. I will use my coat of arms to continue to learn about Edgar Allan Poe's coat of arms. This will help me to better understand the author I am studying.
- **2nd Period:** I will work on my DWL inside of my binders to practice using complete sentences and work on my penmanship. I will work on reading probes to determine my vocabulary acquisition and growth in reading. I will read aloud the story about the slaves on the plantations. I will use reading comprehension strategies to assist me in my reading/writing my responses to passage. I will complete this lesson today using after reading strategies.
  - <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf> (Before, During, After Reading)
- **7th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3. I will begin reading part 1, 16-30, with a whole class read aloud and complete a close reading identifying figurative language in my learn with my elbow partner then return whole class to share our findings.

# STANDARDS COVERED: Thurs, 11/8/18

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, 3rd, 4th, 5th, & 6th Period Classwork: 11/8/18 (Thurs.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - *3rd & 4th period ONLY will not be in class tomorrow. This will be their last DWL this week so they will complete "what they've learned this week" and put "no school" for Monday and Tuesday. They will put "no class" for Friday.*
- **Coat of Arms: Students Versus Edgar Allan Poe's Coat of Arms**
  - **Activity:** Students will display their finished coat of arms on their desks. They will perform a gallery walk in the room to see the various coats of arms. They will write down the various trends/patterns of colors, symbols, etc. that they see the most in their journal. Using the chart under "projects" Google Classroom, students will complete the compare/contrast by looking at their masks, their classmate's masks, and by seeing Edgar Allan Poe's coat of arms.
- **Poetry Project Author Study: Day 2 Edgar Allan Poe**
  - **10 Minutes: Partner Cinquain Reading-** Students will read about Cinquains with their elbow partners. They will read Edgar Allan Poe's cinquain and answer questions for their poem analysis part of their project.
  - **Whole Class Share-** Students will share their findings whole class and add to the sheet on the SmartBoard for the poem analysis. Any changes made on the SmartBoard will need to be made on their sheets.

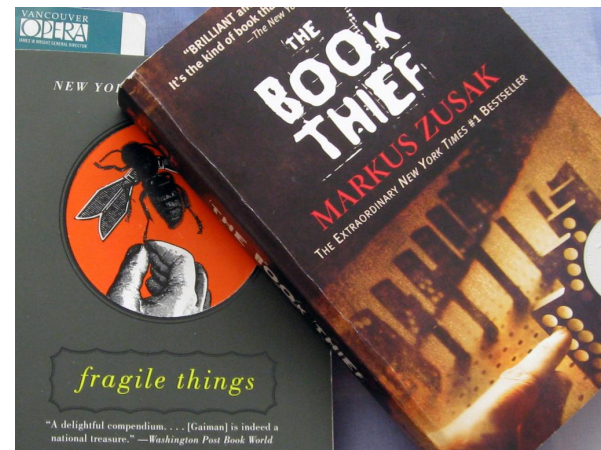




# 7th Period PRE-AP Classwork: 11/8/18 (Thurs.)

## Pre-AP: Reading

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
  - I will work on my chromebook to develop typing skills needed.
- **Pre-Reading: Biography:** Read aloud Markus Zusak's biography and make predictions on Google Classroom prediction sheet under the project category about what they think inspired Zusak to write the book.
- **Pre-Reading: Interview:** Read aloud the interview about how *The Book Thief* was created and compare against your reasons with the Biography on Google Classroom document under the project for the *Book Thief*.  
<https://www.chipublib.org/interview-with-markus-zusak/>
- **The Book Thief Reading: (Handed out in class)**
  - **Create Learning Log Booklets:** We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.
    - **Begin Reading Part 1:** In elbow partners, students will read pages 16-30 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.



# 2nd Period Classwork: 11/8/18 (Thursday)

## Reading Strategies

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Wednesday's response.
- **Reading Strategies: Worksheets added to Binders**
  - Students will learn about the different strategies in reading and will work on applying the skills to become more effective readers. The strategies will be posted above the whiteboard in the classroom for students to reference during the reading.
  - Students will work on handouts for reading strategies while beginning this short story.
- **Read Aloud: "Slaves & Plantations" in Rise & Shine Packet**  
*Day 2: After Reading Strategies*
  - **Independent:** Students will be spread out around the room and will independently complete reading questions.
  - **Whole Class:** Students will move to various labeled spots of the room to show what their answers were for the multiple choice response answers.



# Creative WRITING

THURSDAY



Choose one of your favorite hobbies. Write a blog post about it.

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**DWL: 11/8/18**  
**(Thurs.)**  
***1st, 3rd, 5th,***  
***6th, 7th Period***

You have 3 minutes to complete this.

DWL: 11/8/18

**Directions:** For today's DWL, you will choose one of your favorite hobbies (running, drawing, writing, painting) and write a blog post about it. You will need to write 4+ sentences.

- **Blog Post:** It is a platform where a writer or even a group of writers share their views on an individual subject. It is compared to an online journal.





## THURSDAY

Create the dialogue between the woman in the picture and the person on the other line. What are they talking about? How are they both feeling? Where is the other person?

**DWL: 11/8/18**  
**(THURS.)**  
***2nd Period***

Time:

You have 3  
minutes!

DWL: 11/8/18

**Directions:** For today's DWL, you will use the following sentence starters to develop your sentences...

- The person on the phone is talking to (who)
- They are talking about (subject)
- They are feeling (emotion)...
- The other person is (location)...

**3:00**

# Friday, November 9th 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/9/18

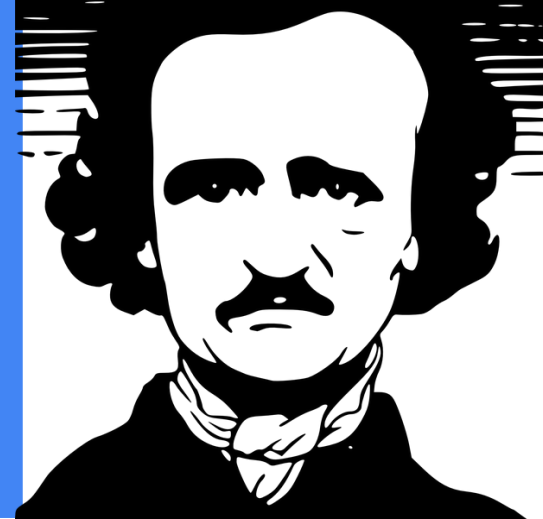
- **1st, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my poetry project and be given my manilla folder to store my work. I will research Edgar Allan Poe for my poetry project and learn how to correctly cite my information for researching. I will partner share my findings from the biography reading and whole class share my findings for both the video and reading.
  - *No 3rd & 4th period today.*
- **2nd Period:** No class today because we meet with mentors and are watching the Bullitt East Marching Band 3rd & 4th Period.
- **7th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3. I will begin reading the prologue with a whole class read aloud and complete a close reading with my elbow partner then return whole class to share our findings. I will analyze how language contributes to tone/mood and identify examples of figurative language in the prologue.

# STANDARDS COVERED: 11/9/18

<b>7th Grade (2nd Period) (Mastery of 6th-8th Skills)</b>	<b>7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)</b>	<b>7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)</b>
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# UPDATE FOR 2ND, 3RD, OR 4TH PERIOD: 11/9/18 (FRI.)

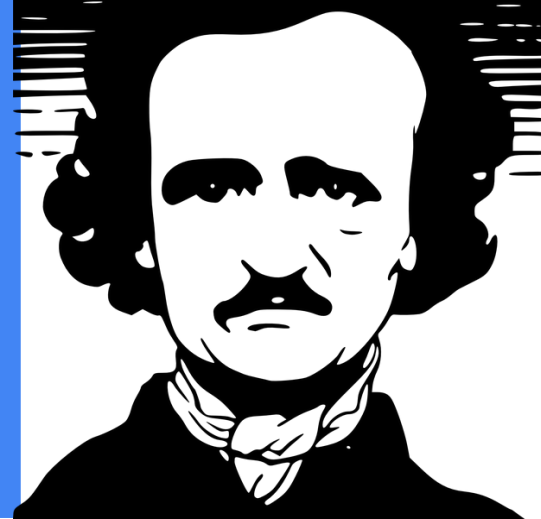
- MENTORING 2ND PERIOD
- NO 3RD OR 4TH PERIOD BECAUSE OF THE BULLITT EAST MARCHING BAND PERFORMING





# 1st, 5th, & 6th Period Classwork: 11/9/18 (FRI.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Turn in DWL
- **Complete Coat of Arms Follow Up (5th & 6th)**
  - Students will compare their coat of arms to Edgar Allan Poe's Coat of Arms on Google Classroom follow up activity
- **Poetry Project Author Study: Day 1 Edgar Allan Poe**
  - Handout manilla folders with student's work inside of them
  - Work on citing research using KnightCite
  - Read aloud Cinquain
    - 5 Minutes: Students analyze in partners what the poetry analysis of Poe's cinquain is
    - Whole class share
  - **Rough Draft of their Cinquains on Google Classroom**
    - Once rough draft is approved, students may move on to final draft on pretty purple paper.



## R.A.C.E. Practice:

Read the following article about Ravens posted to Google Classroom. Answer the following question using RUN the RACE in your Friday DWL. You will have ten minutes to read and complete the answer.

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

**Question:** Why do scientists think that the Raven is the most smart bird? Provide examples from the reading to support your answer. Be sure to explain your examples relation to the question.

**DWL: 11/9/18**

**(Fri.)**

***1st, 5th, 6th,  
7th Period***

You have 10  
minutes to  
complete this.

**10:00**

# Monday, November 12th 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/12/18

- **1st, 5th, 6th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will complete my research portion of my Edgar Allan Poe project. I will copy the citation from the SmartBoard of the research I've used for my project. I will analyze the cinquain by Edgar Allan Poe referencing sound devices, figurative language, point of view, and rhyme scheme.
- **2nd Period:** I will complete reading Slaves & Plantations in my Rise & Shine Booklet collaborating with an elbow partner. I will
- **7th Period:** I will complete my DWL by typing my response using complete sentences on Google Classroom. I will be introduced to my project over the Book Thief. I will be given my packet that I will use for the remainder of the Quarter and to complete at the beginning of Quarter 3. I will begin reading the prologue with a whole class read aloud and complete a close reading with my elbow partner then return whole class to share our findings. I will analyze how language contributes to tone/mood and identify examples of figurative language in the prologue.

# STANDARDS COVERED: 11/12/18

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MONDAY

# 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?

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“Friendship... is not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.” **Muhammad Ali**

**DWL: 11/12/18  
(Mon.)  
1st, 3rd, 4th, 5th,  
6th, 7th Period**

**You have 3  
minutes to  
complete this.**

**DWL: 11/12/18**

**Directions:** For today's DWL, you will write on sentence explaining your opinion and a second sentence explaining why (how you relate to it).



# MONDAY

Write about a teacher that has impacted your life. What did he or she do or say that was so influential? Be detailed in your answer.

**DWL: 11/12/18 (Mon.)**  
**2nd Period**

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Time:  
You have 3 minutes!

DWL: 11/12/18

**Directions:** For today's DWL, you will use respond in three sentences.

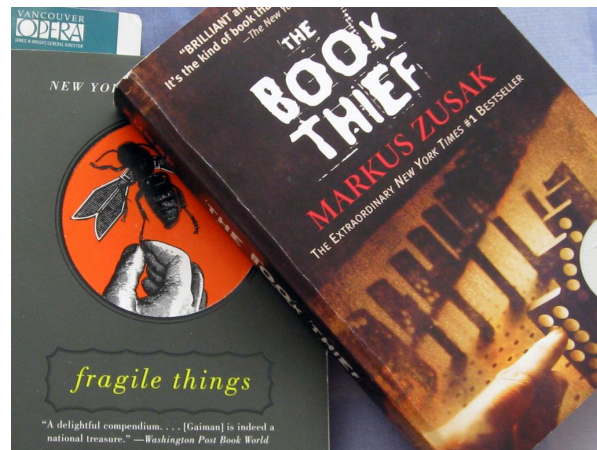
1. The teacher that has impacted my life is...
2. I feel this way because they (adjective) (caring, intelligent, silly)
  - a. Example sentence of why



# 7th Period PRE-AP Classwork: 11/12/18 (Mon.)

## Pre-AP: Reading

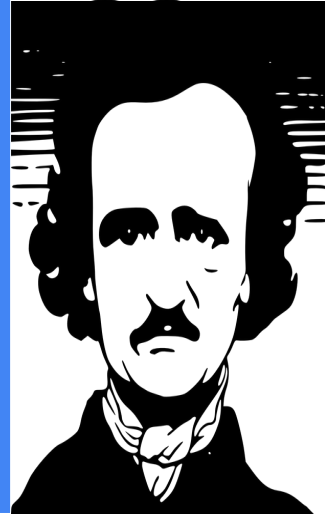
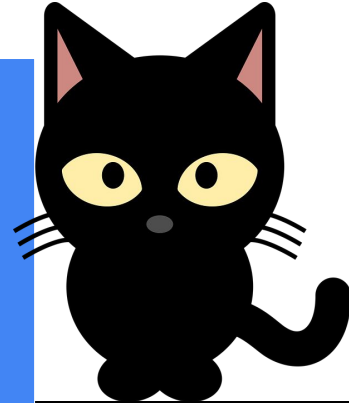
- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Friday's response.
  - I will work on my chromebook to develop typing skills needed.
- **Day 1: Pre-Reading: Biography:** Read aloud Markus Zusak's biography and make predictions on Google Classroom prediction sheet under the project category about what they think inspired Zusak to write the book.
- **Day 1: Pre-Reading: Interview:** Read aloud the interview about how *The Book Thief* was created and compare against your reasons with the Biography on Google Classroom document under the project for the *Book Thief*.  
<https://www.chipublib.org/interview-with-markus-zusak/>
- **Day 1: The Book Thief Reading: (Handed out in class)**
  - **Create Learning Log Booklets:** We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.
    - **Begin Reading:** In elbow partners, students will read pages 16- 30 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.





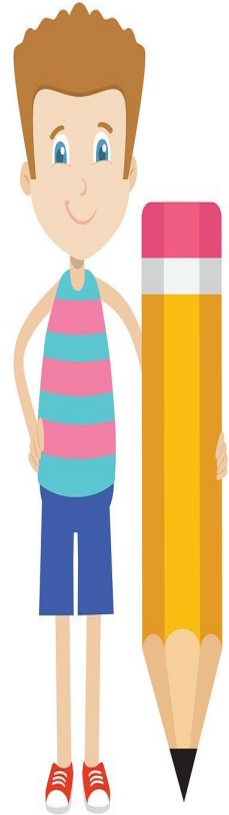
# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/12/18 (Mon.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Turn in DWL
- **Poetry Project Author Study: Day 1 & 2 Edgar Allan Poe**
  - Handout manilla folders with student's work inside of them
  - (1st Period) Research Worksheet 1: Work on citing research using KnightCite (next slide)
    - Add citation to bottom of sheet for research
      - "Edgar Allan Poe." Bio. A&E Television Networks, 2015. Web. 09 Jan. 2015.
  - Read aloud Cinquain "What is a Cinquain" Worksheet
    - 5 Minutes: Students analyze in partners what the poetry analysis of Poe's cinquain is
    - Whole class share
  - **Review Expectations: Rough Draft of their Cinquains on Google Classroom**
    - Once rough draft is approved, students may move on to final draft on pretty purple paper.



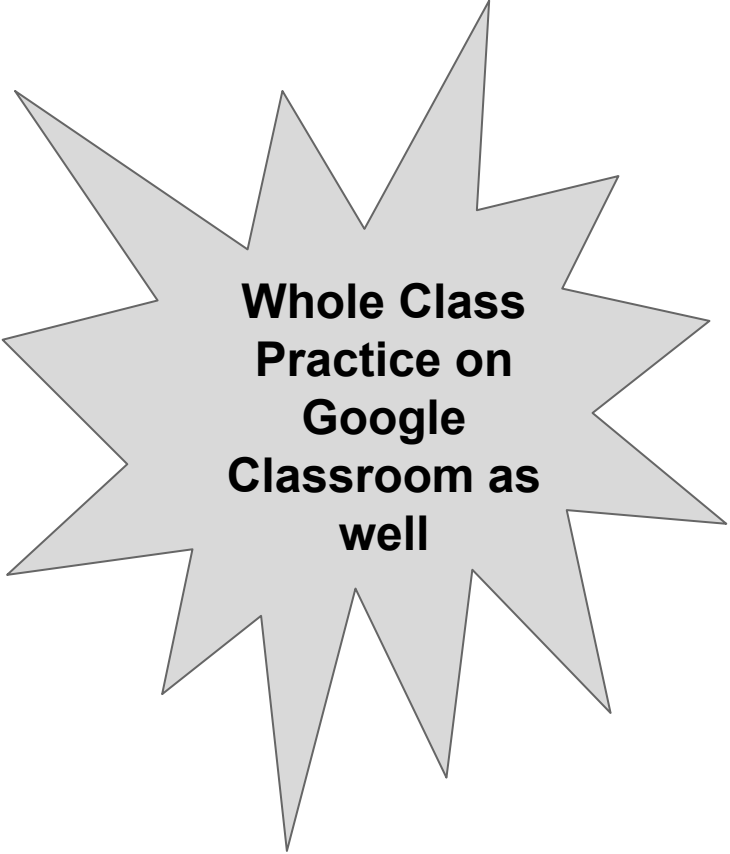
# 2nd Period Classwork: 11/12/18 (Mon.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Pair & Share
  - Whole Class Share
- **Results of Survey:** Students were told the results of the survey in the classroom and an announcement was made about the two books we will be reading in the classroom in literature circle groups.
  - "El Deafo" & "Sideways Stories from Wayside School"
- **Slaves & Plantations: Rise & Shine Reading Packet**
  - **Day 2: During Reading Strategies Worksheet**
    - Students read with an elbow partner the remainder of the informational article about Slaves & Plantations. During the reading, they practiced strategies of annotating using drawings and creating bulleted lists of main ideas for page 177, 178, and 179. If completed, students were allowed to move on to begin working with an elbow partner on questions.



# (1st Period) Add to Journal: Knightcite

1. Visit the website:  
[https://www.calvin.edu/library/knightcite/?](https://www.calvin.edu/library/knightcite/)
2. Determine what information you have from the website
3. Whole class practice & add citation to journal
4. Independent practice on Google Classroom
5. Add to paper for Poe's research citations



**Whole Class  
Practice on  
Google  
Classroom as  
well**

# Tuesday, November 13th 2018

**“Be stupid, be dumb, be funny, if that's who you are.  
Don't try to be someone that society wants you to  
be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/13/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Immediately following that, students will learn the formula for creating their own cinquains and then create their own cinquain. They will work collaboratively getting feedback from peers and teachers on writing.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will collaboratively read with an elbow partner the remainder of the informational article about Slaves & Plantations. During the reading, they practiced strategies of annotating using drawings and creating bulleted lists of main ideas for page 177, 178, and 179. If completed, students were allowed to move on to begin working with an elbow partner on questions.
- **7th Period:** Students will compare/contrast two different forms of reading about Zusak that would explain why he chose the content of *The Book Thief*. They will read a pre-reading mini biography written by Zusak himself and summarize evidence as to why he would write this novel. Following this up, they will read the interview conducted with Zusak about particular ideas he chose for the plot. They will summarize knowledge learned from the interview. With both ideas together, they will create an independent paragraph summary demonstrating their knowledge of combining like ideas and finding the main idea of why the author chose to write about his topic.
  - **Read Aloud:** Students will actively listen and follow along to the teacher read-aloud of the beginning of Part One in the *Book Thief*.

# STANDARDS COVERED: 11/13/18

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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## Remembering Stan Lee:

- Stan Lee Foundation: Literacy (reading), education, and art programs for students who don't have access to these items
- Four years earlier in 2008, President George W. Bush presented Stan with the American National Medal of the Arts. Stan is the only comic book writer to ever receive the honor.
- Lee's favorite authors are William Shakespeare and Stephen King.

**DWL: 11/13/18**  
**(Tues.)**  
**1st, 3rd, 4th, 5th,**  
**6th, 7th Period**



You have 3  
minutes to  
complete this.

DWL: 11/13/18

**Directions:** For today's DWL, we remember comic book writer, Stan Lee. Above are numerous accomplishment/facts about Lee. What is one thing you would like to accomplish as a writer/reader?

**3:00**

# TUESDAY

"GOOD TEACHERS ARE THE REASON WHY  
ORDINARY STUDENTS DREAM TO DO  
EXTRAORDINARY THINGS."

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

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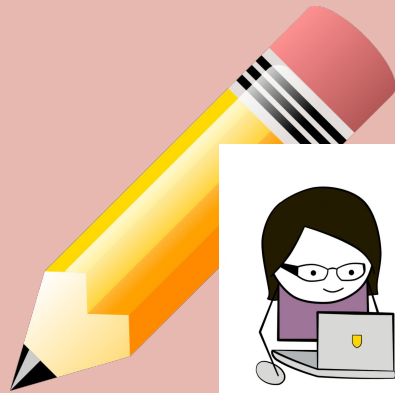
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DWL: 11/13/18

Directions: For today's DWL, you will use respond in two sentences.

1. I agree/disagree with this quote about teachers.
2. I agree/disagree because...



**DWL: 11/13/18 (Tues.)**  
**2nd Period**

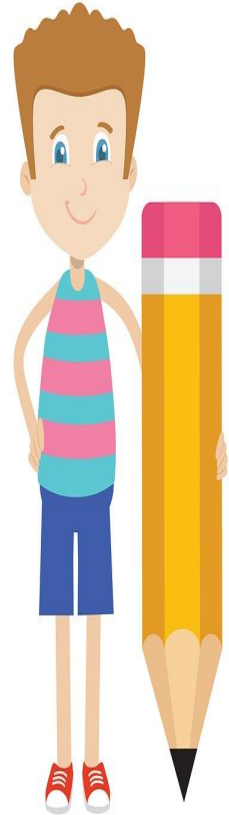
Time:  
You have 3  
minutes!





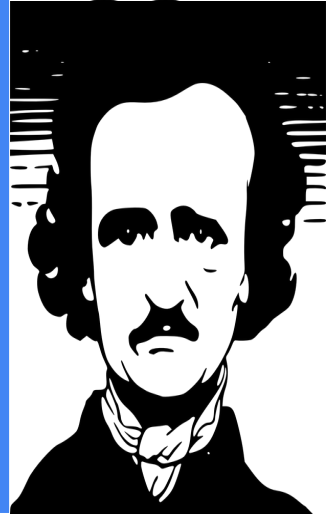
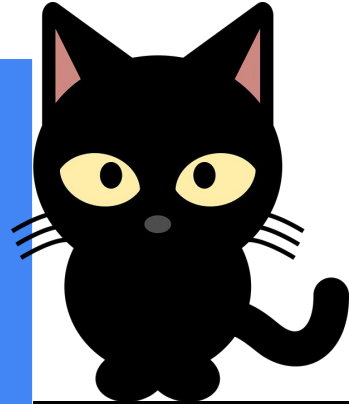
# 2nd Period Classwork: 11/13/18 (Tues.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Pair & Share
  - Whole Class Share
- **Results of Survey:** Students were told the results of the survey in the classroom and an announcement was made about the two books we will be reading in the classroom in literature circle groups.
  - "El Deafo" & "Sideways Stories from Wayside School"
- **Slaves & Plantations: Rise & Shine Reading Packet**
  - **Day 3: During Reading Strategies Worksheet & Answer ? w/ a partner**
    - Students read with an elbow partner the remainder of the informational article about Slaves & Plantations. During the reading, they practiced strategies of annotating using drawings and creating bulleted lists of main ideas for page 177, 178, and 179. If completed, students were allowed to move on to begin working with an elbow partner on questions.



# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/13/18 (Tues.)

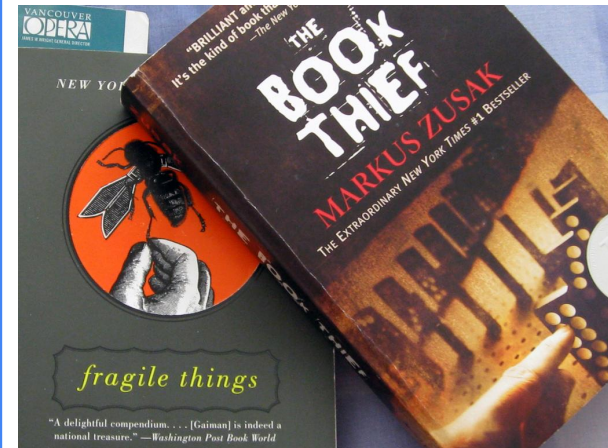
- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Turn in DWL
  - Pair & Share
  - Whole Class Share
- **Poetry Project Author Study: Day 3 Edgar Allan Poe**
  - **Review Expectations: Rough Draft of their Cinquains on Google Classroom**
    - Rough Draft: Work with elbow partner to make sure their rough draft follows all criteria on checklist
    - Once rough draft is approved by elbow partner and by teacher, students may move on to final draft
    - Final Draft paper handed out with rubric on the back
    - Students will have the class period to work on their final draft of their cinquains.



# 7th Period PRE-AP Classwork: 11/13/18 (Tues.)

## Pre-AP: Reading

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Friday's response.
  - I will work on my chromebook to develop typing skills needed.
- **Day 2: Pre-Reading: Biography:** Read aloud Markus Zusak's biography and make predictions on Google Classroom prediction sheet under the project category about what they think inspired Zusak to write the book.
- **Day 2: Pre-Reading: Interview:** Read aloud the interview about how *The Book Thief* was created and compare against your reasons with the Biography on Google Classroom document under the project for the *Book Thief*.  
<https://www.chipublib.org/interview-with-markus-zusak/>
- **Day 2: The Book Thief Reading: (Handed out in class)**
  - **Create Learning Log Booklets:** We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.
    - **Begin Reading:** In elbow partners, students will read pages 16- 30 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.



# Wednesday, November 14th 2018

**“Be stupid, be dumb, be funny, if that's who you are. Don't try to be someone that society wants you to be; that's stupid. So be yourself.”**

**By: Christina Grimmie**



# Learning Target: 11/14/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Immediately following that, students will learn the formula for creating their own cinquains and then create their own cinquain. They will work collaboratively getting feedback from peers and teachers on writing.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will collaboratively read with an elbow partner the remainder of the informational article about Slaves & Plantations. During the reading, they practiced strategies of annotating using drawings and creating bulleted lists of main ideas for page 177, 178, and 179. If completed, students were allowed to move on to begin working with an elbow partner on questions.
- **7th Period:** Students will compare/contrast two different forms of reading about Zusak that would explain why he chose the content of *The Book Thief*. They will read a pre-reading mini biography written by Zusak himself and summarize evidence as to why he would write this novel. Following this up, they will read the interview conducted with Zusak about particular ideas he chose for the plot. They will summarize knowledge learned from the interview. With both ideas together, they will create an independent paragraph summary demonstrating their knowledge of combining like ideas and finding the main idea of why the author chose to write about his topic.
  - **Read Aloud:** Students will actively listen and follow along to the teacher read-aloud of the beginning of Part One in the *Book Thief*.

# STANDARDS COVERED: 11/14/18

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>

# Oxymoron

Define Figurative Language:

Show How Figurative Language Is Used:

**DWL: 11/14/18  
(Wed.)**

***1st, 3rd, 4th, 5th,  
6th, 7th Period***

You have 3  
minutes to  
complete this.

DWL: 11/14/18

**Directions:** For today's DWL, we are defining oxymoron in one complete sentence and showing an example of how this figurative language is used.

**3:00**

**DWL: 11/14/18(Wed.)**  
**2nd Period**



Time:  
You have 3  
minutes!



DWL: 11/14/18  
SPOT THE TYPO:

Directions: For today's DWL, you will use respond in two sentences.

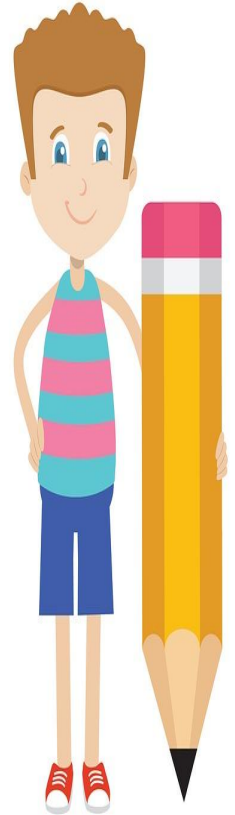
1. The typo on the billboard is...
2. This would affect their company because...

**3:00**



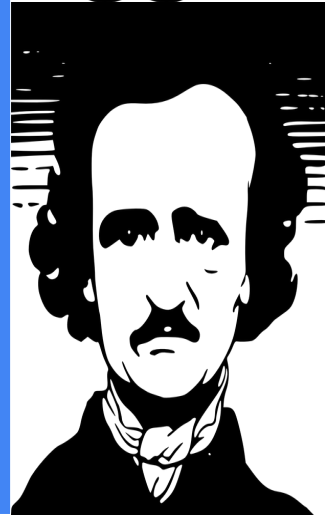
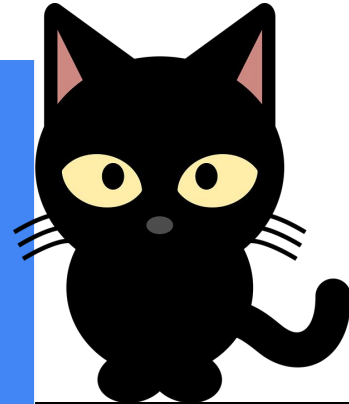
# 2nd Period Classwork: 11/14/18 (WED.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Pair & Share
  - Whole Class Share
- **Slaves & Plantations: Rise & Shine Reading Packet**
  - **Day 4: During Reading Strategies Worksheet & Answer ? w/ a partner**
    - Students will revise, in red pen, their own work and whole class share their answers about Slaves & Plantations.
- **Independent Strategies:** In their binders, students will complete pre-test goal #1 of CARS to determine what Reading Strategies they need to learn. It places them depending on their benchmark goals.



# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/14/18 (WED.)

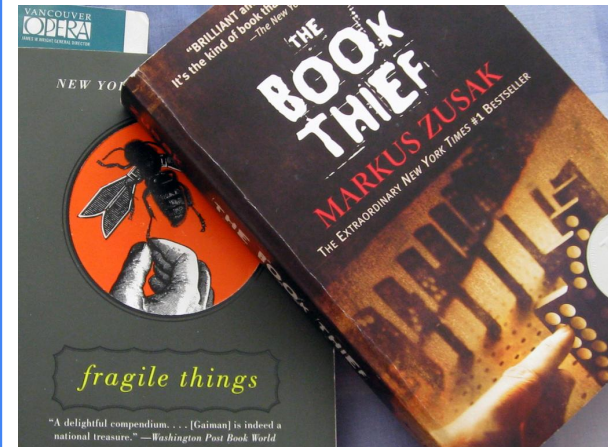
- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Turn in DWL
  - Pair & Share
  - Whole Class Share
- **Poetry Project Author Study: Edgar Allan Poe (LAST DAY OF POE)**
  - **COMPLETE FINAL DRAFT TODAY AND TURN IN FOR GRADE**
    - **Review Expectations:**
      - **Rough Draft of their Cinquains Directions on Google Classroom**
      - Rough Draft: Work with elbow partner to make sure their rough draft follows all criteria on checklist
      - Once rough draft is approved by elbow partner and by teacher, students may move on to final draft
      - Final Draft paper handed out with rubric on the back
      - Students will have the class period to work on their final draft of their cinquains.
- **LATE WORK LOG: STUDENTS WHO COMPLETE THEIR POEM WILL WORK INDEPENDENTLY ON LATE/MAKEUP WORK TO RECEIVE ½ CREDIT BEFORE MIDTERMS ARE POSTED.**



# 7th Period PRE-AP Classwork: 11/14/18 (WED.)

## Pre-AP: Reading

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Friday's response.
  - I will work on my chromebook to develop typing skills needed.
- **15 MINUTES:** READ ALOUD BY MRS. CLARK PART ONE AND WHOLE CLASS ANSWER QUESTIONS
  - STOP AT PAGE 30
- **The Book Thief Reading: LEARNING LOGS (Handed out in class)**
  - **Create Learning Log Booklets:** We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.
    - **Elbow Partner**  
**Begin Reading:** In elbow partners, students will read pages 30-40 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.



**Thursday, November 15th 2018**

**SNOW DAY!**

**THURSDAY WORK IS NOW FRIDAY'S WORK! :)**



# Learning Target: 11/15/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Immediately following that, students will learn the formula for creating their own cinquains and then create their own cinquain. They will work collaboratively getting feedback from peers and teachers on writing.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will collaboratively read with an elbow partner the remainder of the informational article about Slaves & Plantations. During the reading, they practiced strategies of annotating using drawings and creating bulleted lists of main ideas for page 177, 178, and 179. If completed, students were allowed to move on to begin working with an elbow partner on questions.
- **7th Period:** Students will compare/contrast two different forms of reading about Zusak that would explain why he chose the content of *The Book Thief*. They will read a pre-reading mini biography written by Zusak himself and summarize evidence as to why he would write this novel. Following this up, they will read the interview conducted with Zusak about particular ideas he chose for the plot. They will summarize knowledge learned from the interview. With both ideas together, they will create an independent paragraph summary demonstrating their knowledge of combining like ideas and finding the main idea of why the author chose to write about his topic.
  - **Read Aloud:** Students will actively listen and follow along to the teacher read-aloud of the beginning of Part One in the *Book Thief*.

# STANDARDS COVERED: 11/15/18

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)
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**DWL: 11/15/18**  
**(Thurs.)**  
**1st, 3rd, 4th, 5th,**  
**6th, 7th Period**

**DWL: 11/15/18**

**Directions:** Today, we begin research of poet, Langston Hughes. For today's DWL, we are listening to the read aloud of "Theme for English B" by Langston Hughes. The narrator focuses on his identity. Facts below:

- *The speaker must write an essay about himself for his instructor. He questions his identity and if truth is the same for everyone. He compares himself to the instructor. They are similar in some ways, but major differences separate them like age and race, and when it comes down to it, the instructor has more rights because he is white.*
- *The speaker is a black student who is concerned about education. He lives in Harlem during the Civil Rights Movement so he is very aware of race tension and racism, especially because he is from the South.*

**Question:** As Hughes reflects on his identity, what things and experiences are part of your identify?

You have 3  
minutes to  
complete your  
response to this.

**3:00**



**DWL: 11/15/18(Thurs.)**  
**2nd Period**



Time:  
You have 3  
minutes!



**DWL: 11/14/18**  
**“WHAT’S GOING ON IN THIS PHOTO?”:**

1. **After looking closely at the image above, think about these three questions AND respond in three sentences in Thursday’s box:**
  - What is going on in this picture?
  - What do you see that makes you say that?
  - What more can you find?

**3:00**



0:30

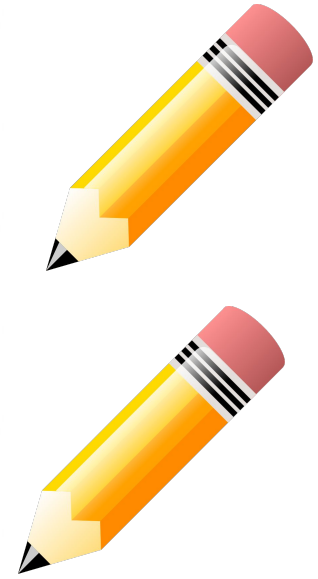
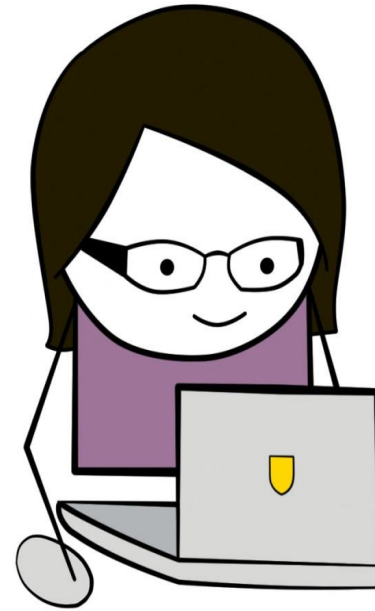


# PICTURE REVEAL:

This week's image comes from the April 28, 2017 "The Week in Pictures" slide-show on the Lens blog. The original caption reads:

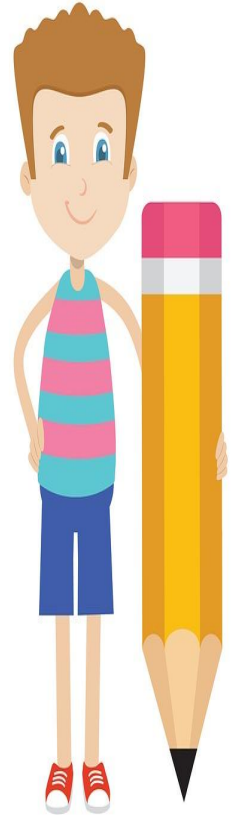
*A black cloud engulfed the stands after fans let off smoke bombs at a soccer match between PSV Eindhoven and Ajax in Eindhoven, the Netherlands, on Sunday.*

**DWL: 11/15/18(Thurs.)**  
**2nd Period**



# 2nd Period Classwork: 11/16/18 (fri.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Pair & Share
  - Whole Class Share
- **Slaves & Plantations: Rise & Shine Reading Packet**
  - **Day 4: During Reading Strategies Worksheet & Answer ? w/ a partner**
    - Students will revise, in red pen, their own work and whole class share their answers about Slaves & Plantations.
- **Independent Strategies:** In their binders, students will complete pre-test goal #1 of CARS to determine what Reading Strategies they need to learn. It places them depending on their benchmark goals.



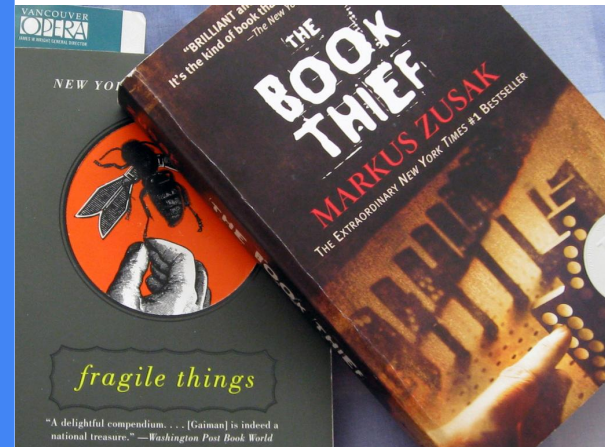
# 1st, 3rd, 4th, 5th, & 6th Period Classwork: 11/15/18 (THURS.)

- **DWL:** Complete DWL by typing on Google Classroom your response to today's prompt and explain what I've learned this week.
  - Turn in DWL
  - Pair & Share
  - Whole Class Share
- **Poetry Project Author Study: LANGSTON HUGHES**
  - Read Aloud, "Theme for English B"
    - <https://www.poets.org/poetsorg/poem/theme-english-b>
    - Respond to DWL for "Theme for English B"
  - Mini Bio Video: <https://www.youtube.com/watch?v=0fcY-WesrvU>
    - Research
  - Read w/ Partners Biography & Complete Research on Worksheet
    - <http://bbkingmuseum.org/wp-content/uploads/2016/03/L.-Hughes-Bio.pdf>

# 7th Period PRE-AP Classwork: 11/15/18 (THURS.)

## Pre-AP: Reading

- **Binder DWL:** Complete DWL by writing on your sheet in your binder to Friday's response.
  - I will work on my chromebook to develop typing skills needed.
- **15 MINUTES:** READ ALOUD BY MRS. CLARK PART ONE AND WHOLE CLASS ANSWER QUESTIONS
  - STOP AT PAGE 45
- **The Book Thief Reading: LEARNING LOGS (Handed out in class)**
  - **Create Learning Log Booklets:** We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.
    - **Elbow Partner Begin Reading:** In elbow partners, students will read pages 45-60 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.



## R.A.C.E. Practice:

Read the following article about Alex's conflict posted to Google Classroom. Answer the following question using RUN the RACE in your Friday DWL. You will have ten minutes to read and complete the answer.

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

**Question:** Explain a lesson that Alex learns from his father. In your response, use details from the story that help to explain this lesson. Write your answer in the box below.

**DWL: 11/16/18**  
**(Fri.)**  
***1st, 5th, 6th,***  
***7th Period***

You have 10  
minutes to  
complete this.

**15:00**

# Monday, November 19th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# STANDARDS COVERED: 11/19/18

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 Period

- 11/19/18 (Monday)
- **Constructed Response:** Mini Lecture (10-15 minutes)
  - Bell Ringer on Google Classroom (5 minutes)
- **Independent:** Practice R.U.N. the R.A.C.E. to prepare for Live Scoring (next slides) (12 minutes)
- **Model Response:** Here's how everything looks...
- **Whole Class Review:** Copy sample response down (5 minutes)

*R.U.N. the R.A.C.E.*

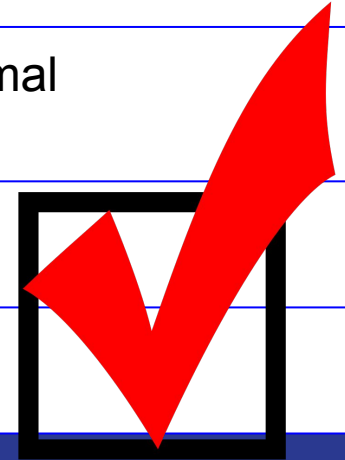
*Prepare for Live Scoring*

# What is a Constructed Response?

A constructed response is a type of open-ended essay question that demonstrates your knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other prompt (map, picture, graphic organizer, etc.) and is not meant to demonstrate opinion, but to show how you are able to find information and use this for forming a complete answer. To understand and answer the constructed response question, the easiest way is to memorize the acronym, R.U.N. the R.A.C.E.

# How Am I Getting Scored?

<b>Score Point 4</b>	You complete all parts and communicate all ideas clearly
<b>Score Point 3</b>	You complete most parts but misunderstood less important details
<b>Score Point 2</b>	You complete some parts but it's not communicated clearly
<b>Score Point 1</b>	You only answer a small portion/show minimal understanding
<b>Score Point 0</b>	Your answer is incorrect/irrelevant
<b>Blank</b>	You did NOT give an answer at all



# How Am I Getting Scored?

<b>Score Point 4</b>	<b><i>ALL CORRECT</i></b>
<b>Score Point 3</b>	<b><i>MOST CORRECT</i></b>
<b>Score Point 2</b>	<b><i>SOME CORRECT</i></b>
<b>Score Point 1</b>	<b><i>PARTIAL CORRECT</i></b>
<b>Score Point 0</b>	<b><i>ALL WRONG</i></b>
<b>Blank</b>	<b><i>BLANK</i></b>



# Bell Ringer: R.U.N. the R.A.C.E.

- **Directions:** On a looseleaf sheet of paper, write down what each letter in R.U.N. the R.A.C.E. stands for.
  - You have **THREE** minutes to do so at Level 0.

**Voice  
Level: 0**

*R.U.N. the R.A.C.E. is an **acronym**. This means that each letter in it stands for something else.*

**3:00**

# Bell Ringer: R.U.N. the R.A.C.E.

- **Directions:** Take 30 seconds, share with an elbow partner and see if you all have the same answers for R.A.C.E.

**Voice  
Level: 1**

*R.U.N. the R.A.C.E. is an acronym. This means that each letter in it stands for something else.*

**0:30**  
**Stop**

# Bell Ringer: R.U.N. the R.A.C.E.

- **Directions:** Raise your hand and volunteer what the different letters in R.U.N. the R.A.C.E. stand for.

**Voice  
Level: 0**

*R.U.N. the R.A.C.E. is an acronym. This means that each letter in it stands for something else.*





# **R.U.N. the R.A.C.E. for Constructive Response**

## ***Check Yourself & Make Corrections***

R = Read the Question

U= Underline the “do words”/key terms/parts of the ?

N= Number your questions and see how many you need to respond to.

R = R.U.N. the Question and Restate

A= Answer the question

C= Cite Evidence from passage(s)

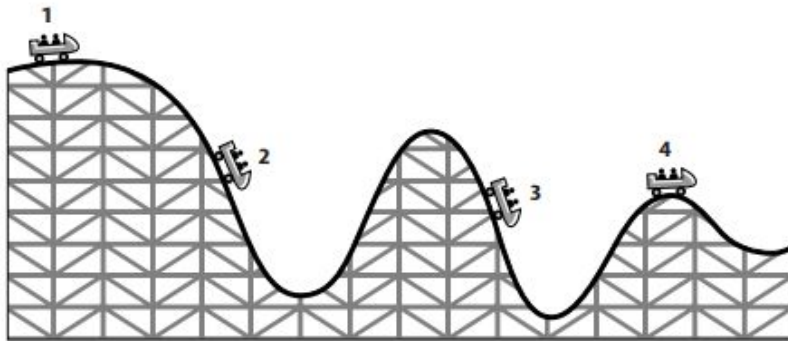
*(The passage said that “Kentucky football is better this year” (Clark).)*

E= Explain Evidence

*(This evidence shows how/that...)*



**Directions:** Examine the diagram and read the description that follows. Then answer the questions.



Roller coasters are among the most popular amusement park rides. They are exhilarating and thrilling to the people who ride them. How a roller coaster works is quite simple.

1. Almost all roller coasters start by going up a hill. The coaster is pulled up the hill by a moving chain. A motor provides the energy for the moving chain. The energy from the motor is transferred to the coaster.
2. At the top of the hill, the coaster has stored energy. It has the most stored energy on the first hill. As the coaster goes over the top of the hill, the chain is released and the coaster falls freely on the tracks.
3. As the coaster moves rapidly down the first hill, its stored energy changes into energy of motion, or kinetic energy. It has kinetic energy because it is moving. This kinetic energy carries it to the top of the next hill.
4. The kinetic energy is converted back into stored energy when the coaster reaches the top of the second hill. As it goes down the second hill, the stored energy is again changed into kinetic energy. This happens over and over on each hill until the coaster reaches the station and is stopped by the coaster's operator.

Note: Each hill of a roller coaster must be smaller than the one before it for the coaster to have enough energy to make it over all of the hills. The coaster loses some of its energy between hills because of track friction and air resistance.

## Independent Practice:

**Directions:** Read and examine the diagram, Understanding a Concept, and answer the following question on the front of your constructive response papers.

**Question:** Describe the cart's location when it is "stored" or potential energy. Describe the cart's location when it is "kinetic" energy. What is the difference? Use details from the diagram to explain your answer.

**\*\*Note:** You will have *twelve* minutes to read & respond.



# 12:00

# RUN the Question:

## Independent Practice:

**Question:** Describe the cart's location when it is "stored" or potential energy. Describe the cart's location when it is "kinetic" energy. What is the difference? Use details from the diagram to explain your answer.

**R**= Read the Question

**U**= Underline the do words and key terms that tell you what to answer

**N**= Number the parts of the ?

#1. Describe the cart's location at stored energy.

#2. Describe the cart's location at kinetic energy.

#3. Explain the difference.

#4. Use details to (cite evidence)  
#5. explain answer. (explain)

5

# ACE: Answer, Cite, Explain

**Answer:** The cart's position during stored energy is \_\_\_\_\_ (location).

**Answer:** The cart's position during kinetic energy is \_\_\_\_\_ (location).

**Answer:** The difference is that the cart is at \_\_\_\_\_ (location) in stored energy and \_\_\_\_\_ (location) during kinetic energy.

**Cite Evidence:** I know this because in line #\_\_\_\_\_ it stated....

**Explain Answer:** This shows how kinetic energy and stored energy is different on the rollercoaster.

## **ACE: Whole Class**

**\*\*Add to the back of your sheet\*\***

**Sample Answer:** The cart's position during stored energy is at the top of the hill when not in motion. The cart's position during kinetic energy is moving down the hill. The difference is that the cart is at top of the hill in stored energy and moving down the hill during kinetic energy. I know this because in line #3 and #4 it stated, "as the coaster moves rapidly down the first hill its stored energy (from the top of the hill) changes into kinetic energy". This evidence shows how kinetic energy and stored energy are in different places on the rollercoaster ride.

# 2nd Period

- 11/19/18 (Monday)
- **Quick Practice:**
  - **Unscramble the Constructed Response with an elbow partner so that it follows the model of R.A.C.E. and glue to construction paper.**
- **Reading Strategies:**
  - **Complete, in collaborative groups, your poster learning for “Before, During, and After” Reading Strategies.**
  - **Present to class.**
- **Typing practice <http://games.sense-lang.org/olympia.php>**

# 3rd and 4th Period

- 11/19/18 (Monday)
- **LIVE SCORE OF RACE CONSTRUCTED RESPONSE**
  - All 7th graders will go down into the cafeteria
  - Once finished, students will play typing practice games to practice typing skills.
- Typing practice <http://games.sense-lang.org/olympia.php>

# 5th Period

- 11/19/18 (Monday)
- **DWL ?: What are you thankful for? List five items.**
  - Using your five items, trace your hand on the computer paper and create your “Thankful For” turkey placing your five items inside of the hand and symbols of your item on the outside of your hand.
- **Research Your Poet: Langston Hughes**
  - *Using your biography, elbow partner read your research for Langston Hughes*
- **Typing practice** <http://games.sense-lang.org/olympia.php>



# 6th Period

- 11/19/18 (Monday)
- Reward for Constructive Response Practice
  - Clark's Class: Complicated Coloring Sheets
  - Carver's Class: Board Games
  - Vinson's Class: Movie
  - Shores: Hangout & Talk with peers

# 7th Period

- **11/19/18 (Monday)**
- **Pre-AP: Reading**
  - **15 MINUTES: READ ALOUD BY MRS. CLARK PART ONE AND WHOLE CLASS ANSWER QUESTIONS STOP AT PAGE 45**
  - **The Book Thief Reading: LEARNING LOGS (Handed out in class)**  
**Create Learning Log Booklets: We will create Students will write down lines of figurative language that they particularly like from each section of assigned in-class reading.**
  - **Elbow Partner Begin Reading: In elbow partners, students will read pages 45-60 and note down examples of figurative language in their learning log booklets. They will be required to write down at least 5 lines of figurative language per section read and identify what type of figurative language is being used. Will be collected every Friday.**

# Tuesday, November 20th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# Learning Target: 11/19/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will collaboratively read with an elbow partner
- **7th Period:** Students will compare/contrast two different forms of reading about Zusak that would explain why he chose the content of *The Book Thief*. They will read a pre-reading mini biography written by Zusak himself and summarize evidence as to why he would write this novel. Following this up, they will read the interview conducted with Zusak about particular ideas he chose for the plot. They will summarize knowledge learned from the interview. With both ideas together, they will create an independent paragraph summary demonstrating their knowledge of combining like ideas and finding the main idea of why the author chose to write about his topic.
  - **Read Aloud:** Students will actively listen and follow along to the teacher read-aloud of the beginning of Part One in the *Book Thief*.

# STANDARDS COVERED: 11/20/18

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)
<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 Period

- 11/20/18 (Tuesday)
- **Read Aloud, “The First Thanksgiving”**
- **Debunk the Myth: First Thanksgiving**
  - Students will work with their elbow partners to debunk the myths on the Slide Show (each person must turn one in)
- **Figurative Language Thanksgiving: Bingo**
  - Students will fill in their boards with different types of figurative language from their list. When Mrs. Clark reads an example, they will mark off what type it is on their bingo sheet.

# 2nd Period

- 11/20/18 (Tuesday)
- **Bellringer on Google Classroom**
  - “What are you thankful for?” → 5 items on Google Classroom typing
- **Mini Lesson: Figurative Language (Review Cheat Sheet)**
  - Whole: Create Whole Class Examples on Blank Sheet
  - Independent: Color turkey based on figurative language words
  - After Activity: When Finished explore Interactive Museum: First Thanksgiving
    - [http://www.scholastic.com/scholastic\\_thanksgiving/](http://www.scholastic.com/scholastic_thanksgiving/)

# Monday, November 26th 2018

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*





# Learning Target: 11/26/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will use their critical thinking skills to infer and predict what they think their poems will be about. Students will continue working in their literature circles to read and analyze Hughes's poems.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will learn their Fry Sight Words on Moby Max to help close the gap in their learning. Students will be assigned their new reading groups. Students will complete their pre-reading questions about their reading assignments.
- **7th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will listen to the teacher read aloud and then collaboratively read aloud with their elbow partners in order to continue to read part one of the Book Thief.

# STANDARDS COVERED: 11/20/18

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)
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# 2nd Period: DWL 11/26/18 (MONDAY)

MONDAY

**CURRENT EVENTS:** What is something important going on in your community today? Write about your personal stance on the topic.

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

Something important going on in my community is....  
My opinion on this is...




# 1st-7th Period: DWL 11/26/18 (MONDAY)

MONDAY

## 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?



“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.”

—Helen Keller

3:00

**Directions:**

Answer the following questions using **COMPLETE** sentences.

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

# 1st-6th Period

- 11/26/18 (Monday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Pop Quiz: Open Folder Edgar Allan Poe Quiz**
- **Research Langston Hughes (watch the biography video)**
  - <https://www.youtube.com/watch?v=inP76rkYUso>
- **Read Aloud Biography Whole Class**
  - Teacher Read-Aloud (Biography shared on Google Classroom Stream)
  - Independent Answer Research Questions
    - After time's up, check with elbow partners for 1 minute
  - Whole Class Share Responses
- **Copy citation from board, demonstration of KnightCite**

# 2nd Period

- 11/26/18 (Monday)
- Review new weekly schedule for Reading Strategies
  - *Everyday: DWL (Daily Writing Log)*
  - **Monday's:**
    - Mobymax: Sight Words
    - Literature Circles: Assign Groups & Complete Before Reading ?s in groups
  - **Tuesday:**
    - Mobymax: Sight Words
    - Literature Circles
  - **Wednesday:**
    - Mobymax: Sight Words
    - Literature Circles
  - **Thursday's:**
    - Mobymax: Sight Words
    - Literature Circles

- 11/26/18 (Monday) Continued...
- Review new weekly schedule for Reading Strategies
  - *Everyday: DWL (Daily Writing Log)*
  - **Friday's:**
    - Probe Testing with Mrs. Miles
    - Moby Max
      - Daily Challenge
      - Reading Skills Literature
      - Reading Challenge
    - Typing Skills Game: Sight Words

---

## Monday:

1. Fry Sight Words
2. Assign Literature Circles & Create Literature Circle Binders
3. Show Where Books Go

# 7th Period

- 11/26/18 (Monday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Pass out Learning Logs**
  - **Learning Logs:** Students will be using Learning Logs to write down figurative language examples they find as their reading or new words they don't know. They need to have at least one word or phrase written down each day.
- **Teacher Read Aloud Pages 45-55**
  - Stop & Discuss
  - Whole Class Answer Questions
- **Elbow Partner Read: 55-60**
  - Answer questions in packet & add to character chart



# Tuesday, November 27th 2018

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*





# Learning Target: 11/27/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will use their critical thinking skills to infer and predict what they think their poems will be about. Students will continue working in their literature circles to read and analyze Hughes's poems.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will learn their Fry Sight Words on Moby Max to help close the gap in their learning. Students will be assigned their new reading groups. Students will complete their pre-reading questions about their reading assignments.
- **7th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will listen to the teacher read aloud and then collaboratively read aloud with their elbow partners in order to continue to read part one of the Book Thief.

# 2nd Period: DWL 11/27/18 (TUESDAY)



2:00

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

I agree/disagree with Thoreau's quote.  
I agree/disagree because...

## TUESDAY

"WEALTH IS THE ABILITY TO FULLY  
LIVE LIFE." -HENRY THOREAU

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

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# 1st-7th Period: DWL 11/27/18 (TUESDAY)

TUESDAY

## WORD OF THE WEEK

INFRASTRUCTURE

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Tuesday

11/27/2018

Infrastructure: Part of Speech

Definition:

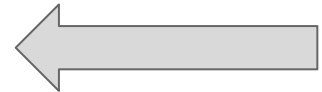
Sentence:

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...



# STANDARDS COVERED: 11/27/18

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>

# Prediction Sheet: Pictures for Poems

**Directions:** You will have one minute to look at each slide and jot down what you predict the poem will be about based on the pictures in the poem. Record your predictions on the answer sheet. This answer sheet will go inside of your project folder.

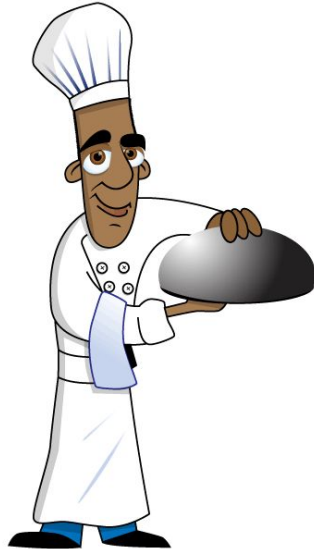
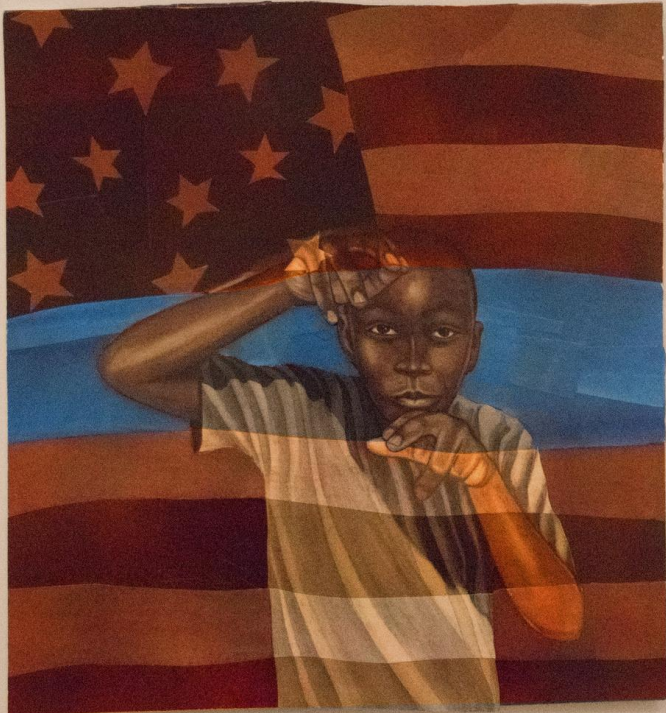
# Langston Hughes Poems #1

Directions: Using the photos, predict what Hughes's poem, “*Aunt Sue’s Stories*” is going to be about in two sentences.



# Langston Hughes Poems #2

Directions: Using the photos, predict what Hughes's poem, “*I, Too, Sing America*” is going to be about in two sentences.



# Langston Hughes Poems #3

Directions: Using the photos, predict what Hughes's poem, “*Genius Child*” is going to be about in two sentences.





# Langston Hughes Poems #4

Directions: Using the photos, predict what Hughes's poem, “*I Dream a World*” is going to be about in two sentences.

1:00



# Langston Hughes Poems #5

**Directions:** Using the photos, predict what Hughes's poem, “*Still Here*” is going to be about in two sentences.

1:00

i'm still here!

DRINKING FOUNTAIN

WHITE

COLORED

MONTGOMERY, ALA.

POSITIVITY

# 1st-6th Period

- 11/27/18 (Tuesday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
  - Take the correct quiz for Poe & Cinquain  
[https://docs.google.com/forms/d/e/1FAIpQLSc9aF45Ox0xZd9CE4AQG6I757oqWGjg9x5C8I3KvR4-yOzLyA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSc9aF45Ox0xZd9CE4AQG6I757oqWGjg9x5C8I3KvR4-yOzLyA/viewform?usp=sf_link)
- **Prediction Sheet of Poems:**
  - Students will see a picture with a title that represents each poem they'll read today. On their prediction sheet, they will write three sentences predicting what they think this poem will be about. Pictures are from Scholastic "Poetry for Young People" Langston Hughes.
- **Day 1: Langston Hughes Literature Circles Poetry Analysis (7 Minute Per Group)**
  - Group 1: Aunt Sue's Stories
  - Group 2: I, Too
  - Group 3: Genius Child
  - Group 4: I Dream a World
  - Group 5: Still Here
- **Whole Class Analyze: Quatrain**
  - Life is Fine
    - <https://www.poemhunter.com/poems/quatrain/page-1/32566/>



# 2nd Period

- 11/27/18 (Tuesday)
- **DWL: Daily Writing Log**
  - Students will hand write these and put them in their binders.
- **MobyMax: Identify Figurative Language**
- **Day 1 in Literature Circles:**
  - In their lit. circles groups, students will do pre-reading questions about their books using the links posted to Google Classroom.

# 7th Period

- 11/27/18 (Tuesday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Learning Logs**
  - **Learning Logs:** Students will be using Learning Logs to write down figurative language examples they find as their reading or new words they don't know. They need to have at least one word or phrase written down each day.
- **Summarizing Practice:**
  - For learning logs today, students will summarize what they have read about so far.
  - Whole class share.
- **Small Group Read: 60-65**
  - Answer questions in packet & add to character chart

# Wednesday, November 28th 2018

**NOTHING  
WILL WORK  
UNLESS  
YOU DO.**

*MAYA ANGELOU*



# Learning Target: 11/28/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will use their critical thinking skills to infer and predict what they think their poems will be about. Students will continue working in their literature circles to read and analyze Hughes's poems.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will learn their Fry Sight Words on Moby Max to help close the gap in their learning. Students will be assigned their new reading groups. Students will complete their pre-reading questions about their reading assignments.
- **7th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will listen to the teacher read aloud and then collaboratively read aloud with their elbow partners in order to continue to read part one of the Book Thief. Students will work on their analysis of the close reading of the Jesse Owen's incident.

# STANDARDS COVERED: 11/28/18

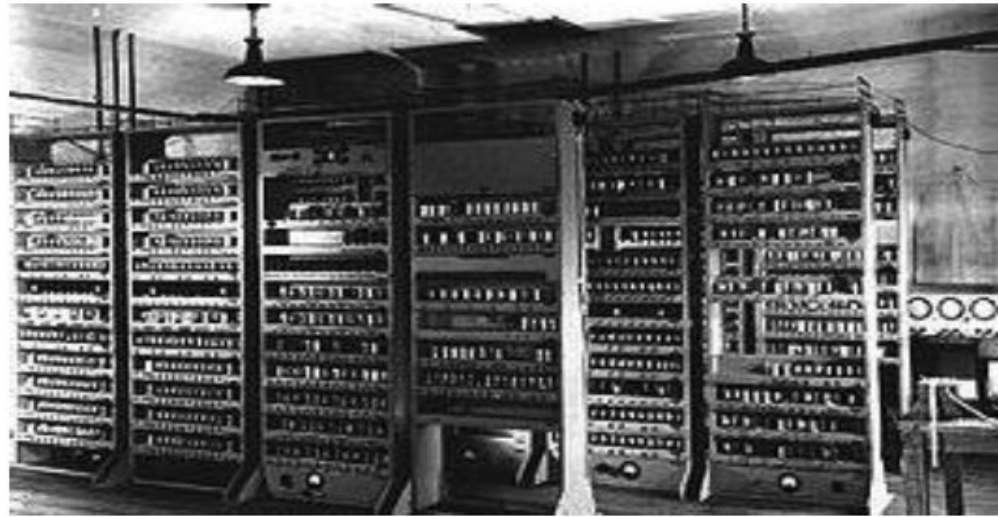
7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
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# 2nd Period: DWL 11/28/18 (WEDNESDAY)

2:00

WEDNESDAY



The image above shows the first computer created. How would your life be different if you were born 30 years ago? Explain your answer.

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

My life would be different if I was live thirty years ago.

I think so because...

# 1st-7th Period: DWL 11/28/18 (WED.)

WEDNESDAY

*Figurative* LANGUAGE

Definition:

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Create an Example:

*Cliche*

3:00

Wednesday

11/28/18

Cliche

Definition:

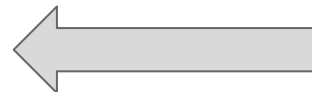
Example:

Directions:

Provide the definition of the figurative language term and create an example showing what cliche does to words in a sentence.

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

Your box should look like this...



# 1st-6th Period

- 11/28/18 (Wednesday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Prediction Sheet of Poems: Follow Up on Prediction Sheet**
  - Students will see a picture with a title that represents each poem they'll read today. On their prediction sheet, they will write three sentences predicting what they think this poem will be about. Pictures are from Scholastic "Poetry for Young People" Langston Hughes.
  - Today, students will follow up and complete the backside of their prediction sheet answering if their predictions were correct or not.
- **Day 2: Langston Hughes Literature Circles Poetry Analysis (7 Minute Per Group)**
  - Group 1: Aunt Sue's Stories
  - Group 2: I, Too
  - Group 3: Genius Child
  - Group 4: I Dream a World
  - Group 5: Still Here



# 2nd Period

11/28/18 (Wednesday)

- **DWL**
  - Respond to writing prompt in your assigned daily box.
- **Moby Max: Fry Sight Words**
  - Students will practice sight word vocabulary on Moby Max.
- **Complete Pre-Reading in Literature Circles & Author Study**
  - **Pre-Reading Questions:** Students will learn about the author, genre, purpose of this novel, and what the novel is about. These will help to build schema.
  - **Author Study:** Students will learn author's purpose for writing and awards.

# 7th Period

- 11/28/18 (Wednesday)
- **DWL (Daily Writing Log)**
  - Typing DWL on Google Classroom document (due 11/30)
- **Learning Logs**
  - **Learning Logs:** Students will be using Learning Logs to write down figurative language examples they find as their reading or new words they don't know. They need to have at least one word or phrase written down each day.
- Close Reading: P. 16, 17, 18 Worksheet (reading pages 57-80)
- **Teacher Read Aloud 65-70: Close Reading p. 16-18 Packet**
  - Teacher read aloud and whole class discussion
  - Answer questions in packet & add to character chart
- **Part One & Prologue Open Packet Quiz moved to Monday, review Friday**

# Thursday, November 29th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# Learning Target: 11/29/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will use their critical thinking skills to infer and predict what they think their poems will be about. Students will continue working in their literature circles to read and analyze Hughes's poems.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will learn their Fry Sight Words on Moby Max to help close the gap in their learning. Students will be assigned their new reading groups. Students will complete their pre-reading questions about their reading assignments.
- **7th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will listen to the teacher read aloud and then collaboratively read aloud with their elbow partners in order to continue to read part one of the Book Thief. Students will work on their analysis of the close reading of the Jesse Owen's incident.

# STANDARDS COVERED: 11/29/18

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 11/29/18 (THURSDAY)

2:00

## Directions:

Describe your animal by answering the following questions using the questions on the right hand side.



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## THURSDAY

Create and design a new animal using the image to your left. What does the animal look like? How does the animal behave? What are its key characteristics? Draw a picture of the animal below.

A large, empty rectangular box with a black border, intended for drawing a new animal based on the provided image and questions.

# 1st-7th Period: DWL 11/29/18 (THURS.)

## Creative WRITING

THURSDAY

Choose a novel or movie that you enjoyed. Create the sequel of it.



Directions:

Create a sequel to your favorite movie/book.

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

Your box should look like this...

3:00

Thursday 11/29/18  
Sequel

My favorite novel/movie is...

I think that the sequel (2nd movie about it) would be like... (3-5 sentences)



# 1st-6th Period

- 11/29/18 (Thursday)
- **DWL (Daily Writing Log): Creative Writing**
  - Typing DWL on Google Classroom document (due 11/30)
  - Whole Class Share
- **Whole Class Analysis: Langston Hughes “Life is Fine”**
  - Poem #6: Analysis
    - Identify: Scheme, sound devices, figurative language, and literal meaning of the poem
    - Pair & Share, whole class share findings
  - Review dates of publication: 1924 for all poems publication year
- **Day 3: Langston Hughes Literature Circles Poetry Analysis (7 Minute Per Group)**
  - Group 1: Aunt Sue’s Stories
  - Group 2: I, Too
  - Group 3: Genius Child
  - Group 4: I Dream a World
  - Group 5: Still Here



# 2nd Period

- 11/29/18 (Thursday)
- **DWL:**
  - *Read & respond by writing in DWL box in 5 minutes*
- **Moby Max:**
  - *Reading Placement Level*
- **Complete pre-reading**
  - *Review answers with Mrs. Clark & Mrs. Miles*
  - *Reading Packets hole punched inside of reading binders*
- **Game: Poetry**

# 7th Period

- 11/29/18 (Thursday)
- **DWL: Creative Writing**
  - Whole class share after 3 minutes of independent typing response to prompt.
- **Close Reading: Worksheet pages 16, 17, & 18**
  - *Read Aloud, twice, pages 67 & 68*
  - *Five quotes using figurative language you've found*
  - *Reaction versus Summary: Day 1*
- **Teacher Read Aloud:** re-read 67 & 68, read to 75
- **Partner Work:** After read aloud, work on part 1 questions

# Friday, November 30th 2018

NOTHING  
WILL WORK  
UNLESS  
YOU DO.

*MAYA ANGELOU*



# Learning Target: 11/30/18

- **1st, 3rd, 4th, 5th, 6th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will use their critical thinking skills to infer and predict what they think their poems will be about. Students will continue working in their literature circles to read and analyze Hughes's poems.
- **2nd Period:** The goal for learning is to practice using reading strategies read about and discussed prior to the reading assignment. Students will learn their Fry Sight Words on Moby Max to help close the gap in their learning. Students will be assigned their new reading groups. Students will complete their pre-reading questions about their reading assignments.
- **7th Period:** Students will practice on demand writing skills by typing their DWL on Google Classroom. Students will listen to the teacher read aloud and then collaboratively read aloud with their elbow partners in order to continue to read part one of the Book Thief. Students will work on their analysis of the close reading of the Jesse Owen's incident.

# STANDARDS COVERED: 11/30/18

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# 1st-7th Period: DWL 11/30/18 (FRI.)

R.A.C.E. Practice:

Read the short story, “Root Beer & Banana”

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

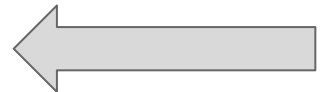
**Answer the following question:**

At the beginning of the story, Molly doesn't know what ice pop to get. She is conflicted between getting banana flavor or root beer flavor. How does she end of having both flavors? Explain. Use events from the story as evidence to support your answer.

**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

- **11/30/18 (Friday)**
- **DWL (Daily Writing Log): R.U.N. the R.A.C.E.**
  - Typing DWL on Google Classroom document (due 11/30)
  - Whole Class Share & Create Response for Constructed Response
  - Three Items of What You Learned this Week
  - Submit DWL
- **Mini Lesson: Difference between a Quatrain, Triplet, and Couplet**
  - Take notes over the difference between a quatrain, triplet, and couplet
  - Create your own couplet, triplet, and quatrain practicing on your own worksheet
    - [http://www.teach-nology.com/worksheets/language\\_arts/poems/poetry15.pdf](http://www.teach-nology.com/worksheets/language_arts/poems/poetry15.pdf)
- **Whole Class Create a Quartain for Mrs. Chitwood**
  - Students will assist in creating a quatrain for Mrs. Chitwood saying goodbye and thanks for her service
  - The quatrain will need to follow a rhyme scheme pattern



# 1st-6th Period

- 11/30/18 (Friday)
- **Mini Lesson: Difference between a Quatrain, Triplet, and Couplet**
  - Take notes over the difference between a quatrain, triplet, and couplet

Notes for 11/30:

- **Quatrain:**

- Form- poem that has four lines
- Scheme-
  - AAAA
  - ABAB
  - ABCB

- **Triplet:**

- Form- poem that has three lines
- Scheme-
  - ABA

- **Couplet:**

- Form- poem that has two lines
- Scheme-
  - AA



# 2nd Period

- 11/30/18 (Friday)

- **DWL**
- **Probe Testing with Mrs. Miles**
- **Moby Max**
  - Daily Challenge
  - Reading Skills Literature
  - Reading Challenge
- **Typing Games: Motor Skills**
  - Once students complete their probes & Moby Max, they may practice the Olympic Typing Games practicing typing common sight words.



# 7th Period

- 11/30/18 (Friday)
- **DWL- R.U.N. the R.A.C.E. Practice & Review**
- **Complete Teacher Read Aloud**
  - Pages 70-80
  - Whole Class Discussion, answer part 1 ?'s, & add to character chart
- **Complete Close Reading: Reaction Vs. Summary Response**
  - Close reading from pages 67-80 in packet #16, 17, & 18
- **Part One Questions Reviewed Orally:**
  - Whole Class Trade & Grade
- **Open Notes Quiz: Part One of the Book Thief assigned Mon.**