



# OCTOBER 2018

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
	1	2	3	4	5	6
		<b>Fall Break— Enjoy!</b>				
7	8	 9	 10	 11	 12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

# MWMS: 7th LA/Reading

## Mrs. Clark

*Quarter 1: Informational Text*



**Monday, October, 8th, 2018**

*No School Today*



# Tuesday, October, 9th, 2018

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”*



# STANDARDS COVERED: 10/09/18

<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>
<p><a href="#"><u>CCSS.ELA-LITERACY.L.7.2.B</u></a> <a href="#"><u>CCSS.ELA-LITERACY.L.7.2</u></a> <a href="#"><u>CCSS.ELA-LITERACY.W.6.5</u></a></p>	<ul style="list-style-type: none"><li>● <a href="#"><u>CCSS.ELA-LITERACY.RI.7.10</u></a></li><li>● <a href="#"><u>CCSS.ELA-LITERACY.RI.7.6</u></a></li><li>● <a href="#"><u>CCSS.ELA-LITERACY.SL.7.1</u></a></li><li>● <a href="#"><u>CCSS.ELA-LITERACY.L.7.2</u></a></li><li>● <a href="#"><u>CCSS.ELA-LITERACY.L.7.5</u></a></li><li>● <a href="#"><u>CCSS.ELA-LITERACY.RI.7.5</u></a></li></ul> <p>Reference: <a href="http://www.corestandards.org"><u>http://www.corestandards.org</u></a></p>	<p><a href="#"><u>CCSS.ELA-LITERACY.SL.8.1</u></a> <a href="#"><u>CCSS.ELA-LITERACY.L.7.1</u></a> <a href="#"><u>CCSS.ELA-LITERACY.L.7.2.B</u></a> <a href="#"><u>CCSS.ELA-LITERACY.L.7.2</u></a> <a href="#"><u>CCSS.ELA-LITERACY.L.7.5</u></a> <a href="#"><u>CCSS.ELA-LITERACY.RI.7.5</u></a></p>

# Learning Target: 10/09/18

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

# DWL: 10/9/18 (Tues) INDEPENDENT ON DWL WORKSHEET

## 1st, 3rd, 4th, 5th, 6th, & 7th Period

### Directions:

Answer the following DWL on your worksheet for this week. You have five minutes.



## TUESDAY

### WORD OF THE WEEK

# FACTITIOUS

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

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Directions:

Pair & Share in your journals the sentences your elbow partners have created. Whole class share meanings.

# 5:00

# DWL: 10/9/18 (Tues.) 2nd Period

## INDEPENDENT ON DWL WORKSHEET



### Directions:

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

A digital clock displaying the time 3:00 in large, white, bold numbers. The clock is set against a vibrant, multi-colored background of overlapping, semi-transparent squares in shades of yellow, green, blue, and red, creating a mosaic effect.

### MONDAY:

Write a short narrative (story about yourself) including EACH of the following words. Be sure to use imagery (describing words) to describe the atmosphere (surroundings), tone (your attitude towards your writing), mood (setting emotions), and experience.

**\*PAINT\* BUCKET\* COW\* SHEEP\* KITTEN\***

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### TUESDAY:

“If you can dream it, you can do it” - Walt Disney

Do you agree/disagree? Explain your reasoning below.



**Generals STAR  
expectations**

**\*\*Bell-Ringers for  
STAR on Google  
Classroom**

# Bellringer - 1st Period (Intro/Voice Levels)

1. What does STAR stand for?
2. What should you do when an adult says “Give Me Five” ?
3. Why is it important for our school to have STAR expectations?

# Bellringer - 2nd Period (Hallway)

1. Name 1 thing you can do to STAY ORGANIZED in the hallway.
2. Name 1 thing you can do to TAKE RESPONSIBILITY in the hallway.
3. Name 1 thing you can do to ACT SAFELY in the hallway.
4. Name 1 thing you can do to RESPECT EVERYONE in the hallway.

# Bellringer - 3rd Period (Restroom)

1. Name 1 thing you can do to STAY ORGANIZED in the restroom.
2. Name 1 thing you can do to TAKE RESPONSIBILITY in the restroom.
3. Name 1 thing you can do to ACT SAFELY in the restroom.
4. Name 1 thing you can do to RESPECT EVERYONE in the restroom.

# Bellringer - 4th Period (Cafeteria)

1. Name 1 thing you can do to STAY ORGANIZED in the cafeteria.
2. Name 1 thing you can do to TAKE RESPONSIBILITY in the cafeteria.
3. Name 1 thing you can do to ACT SAFELY in the cafeteria.
4. Name 1 thing you can do to RESPECT EVERYONE in the cafeteria.

# Bellringer - 5th Period (Classroom)

1. Name 1 thing you can do to STAY ORGANIZED in the classroom.
2. Name 1 thing you can do to TAKE RESPONSIBILITY in the classroom.
3. Name 1 thing you can do to ACT SAFELY in the classroom.
4. Name 1 thing you can do to RESPECT EVERYONE in the classroom.

# Bellringer - 6th Period (Stairwell)

Name 4 things you will do to follow the school-wide expectations in the stairwell.

Try to choose one from each letter S. T. A. R.

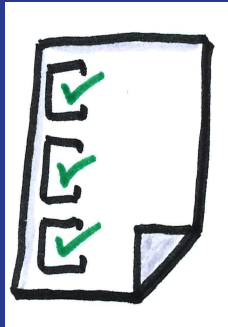
Turn and Talk (Voice Level 1)

# Bellringer - 7th Period (Arrival)

1. Name 1 thing you can do to STAY ORGANIZED when arriving at school.
2. Name 1 thing you can do to TAKE RESPONSIBILITY when arriving at school.
3. Name 1 thing you can do to ACT SAFELY when arriving at school.
4. Name 1 thing you can do to RESPECT EVERYONE when arriving at school.



# 1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 10/9/18 (Tues)



- **Bell Ringer:** Language Arts DWL in notebooks & dated
  - Pair & Share
    - \*\*Next: Whole Class Share
    - \*\*Turn in DWL for grade on Friday's
      - *New bell-ringers on handout turned in Friday, will be returned & stapled into journals on Monday.*
- **Review & Practice S.T.A.R. Expectations for Classroom & Hallways**
  - PowerPoint & Review
- **Basketball Review Game for Final Exam (full class period for 3rd & 5th)**
  - Students will be divided into three teams. Each team will be asked a question from the study guide. They get one point for answering the question correctly and a second point for making the ball into the basket. The team with the most points earns General Stars for being responsible and studying.
- **Quizlet Review Before Final Exam: 10 Minutes Before Final Exam for 1st, 4th, 6th, & 7th**
  - [https://quizlet.com/\\_5asdzt](https://quizlet.com/_5asdzt)
- **Final Exam for 1st, 4th, 6th, & 7th**
  - Students in these class periods will be taking their Final Exam reviewing nonfiction, informational text writing including text features, facts versus opinions, etc. They will also be reviewing figurative language that was learned during the DWL throughout the year. The final exam is open-notes. Students will be allowed to use their journal to reference during the exam
- **Review Game if Finish Exam Early:**
  - Vocabulary Game: Free Rice
    - <http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)

# 2nd Period Classwork: 10/9/18 (Tues)

## Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
  - Pair & Share
  - Whole Class Share
- **#2. Compare & Contrast Guided Instruction Day (p. 4 & 5)**
  - DIRECTIONS: We will whole class read-aloud and annotate the informational text reading using compare/contrast strategies. These will be handed out and placed in the student's binders.
  - Whole Class Share & Correct
- **#3. Vocabulary Game: Free Rice**
  - <http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)

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# Wednesday, October, 10th, 2018

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”*



# STANDARDS COVERED: 10/10/18

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# DWL: 10/10/18 (Wed) INDEPENDENT ON DWL WORKSHEET

## 1st, 3rd, 4th, 5th, 6th, & 7th Period

### Independent Directions:

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



**WEDNESDAY**

*Figurative* **LANGUAGE**

Definition:

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Create an Example:

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ALLITERATION

### Sharing Directions:

Pair & Share in your journals the examples your elbow partners have created. Whole class share meanings.

5:00

# DWL: 10/10/18 (Wedn.) 2nd Period

## INDEPENDENT ON DWL WORKSHEET

### Directions:

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



3:00

### WEDNESDAY:

Describe (using adjectives) a time that made you laugh. Tell the story below.

**\*\*SCHOOL APPROPRIATE\*\***



# 1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 10/10/18 (Wed)

# Test

- **Bell Ringer:** Language Arts DWL in notebooks & dated
  - Pair & Share
    - \*\*Next: Whole Class Share
    - \*\*Turn in DWL for grade on Friday's
      - *New bell-ringers on handout turned in Friday, will be returned & stapled into journals on Monday.*
- **Final Exam for 3rd & 5th Period**
  - Students in these class periods will be taking their Final Exam reviewing nonfiction, informational text writing including text features, facts versus opinions, etc. They will also be reviewing figurative language that was learned during the DWL throughout the year. The final exam is open-notes. Students will be allowed to use their journal to reference during the exam
    - **Review Game if Finish Exam Early:**
      - Vocabulary Game: Free Rice  
<http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)
- **Day 1 of PowerPoint Presentations for 1st, 4th, 6th, & 7th Period**
  - During how-to-presentations, students will be leaving reviews on Google Classroom. They will complete a presentation follow-up sheet after each presentation to show active listening. They will state one thing they learned from each presentation. The sheet will begin Wednesday, today, and end on Friday. They will submit the document on Friday, after the last presentation to Google Classroom.
- **Questions After Presentations:** Classmates are allowed to ask/answer 3 questions after each presentation.



# 2nd Period Classwork: 10/10/18 (Wed)

## Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
  - Pair & Share
  - Whole Class Share
- **#2. Compare & Contrast (p. 6, 7, 8)**
  - DIRECTIONS: We will whole class read-aloud and annotate the informational text reading using compare/contrast strategies. These will be handed out and placed in the student's binders.
  - Whole Class Share & Correct
- **#3. Vocabulary Game: Free Rice**
  - <http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)

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# Thursday, October, 11th, 2018

*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”*



# STANDARDS COVERED: 10/11/18

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# DWL: 10/11/18 (Thurs) INDEPENDENT ON DWL WORKSHEET

## 1st, 3rd, 4th, 5th, 6th, & 7th Period

### Directions:

Turn your DWL worksheet over. Title the comic with your favorite novel's book title. Complete this on the back.



## Creative WRITING

Design a comic strip for your favorite novel. Your strip must have a minimum of 5 frames.



### THURSDAY

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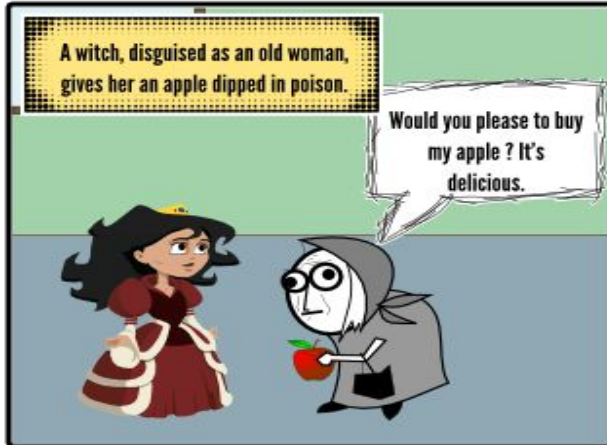
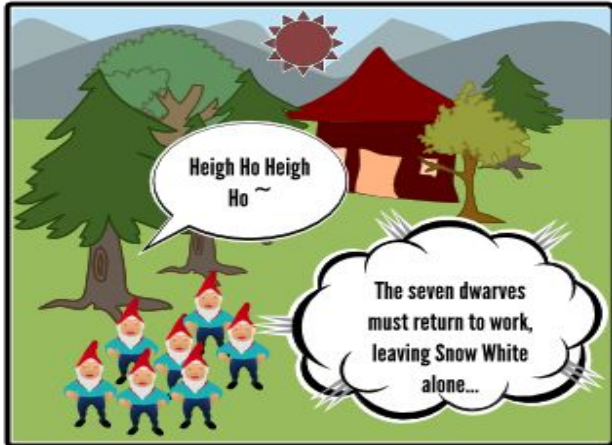
If you're struggling, it can be a picture book, comic, graphic novel, regular novel, etc.

### Sharing Directions:

Gallery walk. Today, you will write down the different novel titles that you see of your classmates in your journal.

# 5:00

# Snow White: Comic Strip Example



# DWL: 10/11/18 (Thurs.) 2nd Period

## INDEPENDENT ON DWL WORKSHEET

### Directions:

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



3:00

### THURSDAY:

Look at the picture in your binders. What is at the end of this road? Describe in detail what we would see if we walked to the end of the road. Use COMPLETE sentences to explain.



# 1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 10/11/18 (Thurs)

- **Bell Ringer: Language Arts DWL in notebooks & dated**
  - Pair & Share
    - \*\*Next: Whole Class Share
    - \*\*Turn in DWL for grade on Friday's
      - *New bell-ringers on handout turned in Friday, will be returned & stapled into journals on Monday.*
- **Day 1 of PowerPoint Presentations for 3rd & 5th Period**
  - During how-to-presentations, students will be leaving reviews on Google Classroom. They will complete a presentation follow-up sheet after each presentation to show active listening. They will state one thing they learned from each presentation. The sheet will begin Thursday, today, and end on Friday. They will submit the document on Friday, after the last presentation to Google Classroom.
- **Day 2 of PowerPoint Presentations for 1st, 4th, 6th, & 7th Period**
  - During how-to-presentations, students will be leaving reviews on Google Classroom. They will complete a presentation follow-up sheet after each presentation to show active listening. They will state one thing they learned from each presentation. The sheet will begin Wednesday, today, and end on Friday. They will submit the document on Friday, after the last presentation to Google Classroom.
- **Questions After Presentations:** Classmates are allowed to ask/answer 3 questions after each presentation.



# 2nd Period Classwork: 10/11/18 (Thurs)

## Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
  - Pair & Share
  - Whole Class Share
- **#2. Probe Reading Administered by Mrs. Miles**
  - Letters going home for students EXITING RTI for Reading
- **#3. Compare & Contrast (p. 9, 10, 11)**
  - DIRECTIONS: We will whole class read-aloud and annotate the informational text reading using compare/contrast strategies. These will be handed out and placed in the student's binders.
  - Whole Class Share & Correct
- **#4. Vocabulary Game: Free Rice**
  - <http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)

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# Friday, October, 12th, 2018

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

# DWL: 10/12/18 (Fri) INDEPENDENT ON DWL WORKSHEET

## 1st, 3rd, 4th, 5th, 6th, & 7th Period

### Directions:

Use your DWL worksheets for Friday.

5:00

FRIDAY

CRITICAL  
*Thinking*

How would your best friend describe you as a person? Be detailed!

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SOMETHING I LEARNED THIS WEEK:

# 1st, 3rd, 5th, 6th, & 7th Classwork: 10/12/18 (Fri)

- **Bell Ringer:** Language Arts DWL in notebooks & dated
  - Pair & Share
    - \*\*Next: Whole Class Share
    - \*\*Turn in DWL for grade on Friday's
      - *New bell-ringers on handout turned in Friday, will be returned & stapled into journals on Monday.*
- ***Remind 1st Period Mentor Session During 2nd Period***
- **Day 2 of PowerPoint Presentations for 3rd & 5th Period**
  - During how-to-presentations, students will be leaving reviews on Google Classroom. They will complete a presentation follow-up sheet after each presentation to show active listening. They will state one thing they learned from each presentation. The sheet will begin Thursday and end on Friday. They will submit the document on Friday, after the last presentation to Google Classroom.
- **Day 3 of PowerPoint Presentations for 1st, 4th, 6th, & 7th Period**
  - During how-to-presentations, students will be leaving reviews on Google Classroom. They will complete a presentation follow-up sheet after each presentation to show active listening. They will state one thing they learned from each presentation. The sheet will begin Wednesday, today, and end on Friday. They will submit the document on Friday, after the last presentation to Google Classroom.
- **Questions After Presentations:** Classmates are allowed to ask/answer 3 questions after each presentation.

**No Second Period  
Today, 10/12, because  
of Teacher-Student  
Mentors Meeting**



# 4th Period: Ahead of Schedule 10/12 (Fri)

- **DWL:** Students will complete the DWL for today.
  - Whole Class Share
  - Turn in for quick grade
- **Final Presentations:**
  - Students who have not presented their final presentations yet will be presenting today.
  - Turn in active listening sheets.
- **Final Exam Review:**
  - Students have already completed final exams. They will each be given their final exam to go over answers in class together.
- **Last Day of Q1: Late Work Log**
  - Students will write down all assignments they've turned in late for Mrs. Clark to earn ½ credit for Quarter 1.
  - Last day for turning in late work for quarter 1, nothing will be accepted after this





# **Mentor**

## **Session #2:**

# ***Diligence***

Why you need this essential skill to be successful in life



# What is diligence?

Committing to doing tasks with excellence and persevering with determination and patience to complete tasks in spite of difficulties and discouragement.



**What happens  
when there  
are obstacles  
in your life?**



# Diligence is an investment

Ever heard the saying, “What you put into something determines what you get out of it?” or “Anything worth doing is worth doing right?”

Being diligent not only means working hard, it also means taking the time to do a job right.



# Are you a diligent person?

Answer these questions true or false:

1. I always do my best. I strive for excellence.
2. I am willing to risk failure for a worthy goal.
3. I am self-disciplined.
4. I make sure to learn from my mistakes and failures.
5. I try to see the big picture and think long term.
6. I set goals and stay focused.
7. I don't give up because things seem difficult.
8. I don't procrastinate.



# The opposite of diligence is **laziness.**

Lazy students

1. Daydream in class
2. Forget their homework
3. Do not care about school

## Don't Be Lazy!



# DWL: 10/12/18 (Fri) INDEPENDENT ON DWL WORKSHEET

## 1st, 3rd, 4th, 5th, 6th, & 7th Period

Directions:

Use your DWL worksheets for Friday.

5:00

**FRIDAY**

**CRITICAL**  
*Thinking*

How would your best friend describe you as a person? Be detailed!

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SOMETHING I LEARNED THIS WEEK: