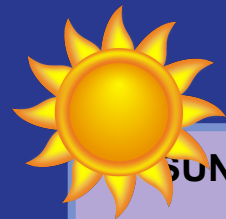


SEPTEMBER 2018



SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

WEDNESDAY, SEPTEMBER, 5TH, 2018

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



STANDARDS COVERED: 9/5/18 (WED)

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

Learning Target: 9/05/18 (WED)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes 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: 9/4/18 (WED.) 2nd Period

Directions:

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



WEDNESDAY

In detail, describe how you feel about the month of September. Be sure to use complete sentences to explain your feelings.

Intro Activity: The following sentences are incorrectly in order. Copy the sentences in your journal and unscramble the following sentences to create an introduction paragraph following the format below:

1. Hook/Attention Grabber
2. Filler Sentences
3. Thesis Statement

Some people believe that smoking should be banned everywhere while others are not so harsh.

Today smoking is an issue which is on everybody's mind.

The whole country is divided on this issue.

Tobacco should be outlawed because smoking endangers everyone's health, pollutes the environment, and drains us of valuable energy.

1st Period Classwork: 9/05/18 (WED.)



Directions for Classroom:

- MORNING BROADCAST/ COLLECT PAPERWORK FOR HOMEROOM
- Bell Ringer: Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- Thesis Statement Mini Lesson: Whole Class Activity
 - Watch Video: <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - *Discuss main points/parts of a thesis statement*
 - **REVIEW G.C. Handout 2:** Review answers for handout that was assigned as homework. The handout was regarding thesis statements.
 - **ASSIGNED FRI:** Students work on identifying problems in thesis statements and correct them into strong statements
 - [http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-The sisStatement.pdf](http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-The%20sisStatement.pdf)
 - **WRITING ESSAY:** Using your homework from Labor Day Weekend, you will go to your rough draft template of your essay and type your introduction paragraph into your essay.
- **Exit Survey:**
 - Which of the following is a strong thesis statement? (Google Classroom)

2nd Period Classwork: 9/05/18 (WED.)

Directions for Classroom:

- #1. **DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- #2. **MobyMax:** Registered Students on MobyMax Instruction will complete Reading Comprehension Test to determine their place level on reading comprehension and identify gaps.
- #3. **COMPLETE** Compound Word Worksheets 1-G
 - Spelling Pop Quiz
 - Fluency Quiz (Read aloud ten compound words to the teacher)



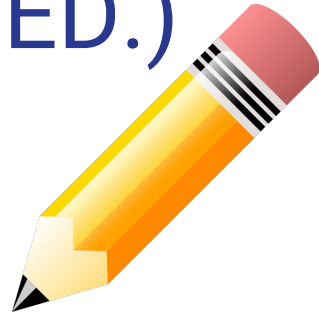
3rd-4th Period Classwork: 09/05/18



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Fri. Powerpoint:** Introduction Paragraph Hamburger
 - **Fri. P.P. Review:** Hook, Filler Statements, Thesis Statement
 - **Wed. Review Activity:** Using your notes, copy the scrambled paragraph into your journals and independently try to unscramble the paragraph and identify the hook, fillers, and thesis statement.
 - **Whole class share & review: Reteach as needed**
 - *Note: Students Needed Direct Instruction via Mrs. McGarry: Review of thesis statement (points), filler sentences, and attention grabber/hook. Students will continue to review this activity for the remainder of this week to achieve mastery of this skill.*
- **Opportunity for 1/2 Credit:** Students who did NOT complete their homework assignment over the long weekend, Hamburger Homework for Introduction paragraph, received the last five minutes to complete their exit survey and homework. Homework was for 1/2 credit for being a day late.
- **Exit Survey:**
 - What is the purpose of a thesis statement?

5th Period Classwork: 09/05/18 (WED.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Complete Fri. Powerpoint: Introduction Paragraph Hamburger**
 - **Fri. P.P. Notes in Journal: Hook, Filler Statements, Thesis Statement**
 - **Wed. Review Activity: Using your notes, copy the scrambled paragraph into your journals and independently try to unscramble the paragraph and identify the hook, fillers, and thesis statement.**
 - **Whole class share & review: Reteach as needed**
 - *Note: Students Needed Direct Instruction via Mrs. Clark: Review of thesis statement (points), filler sentences, and attention grabber/hook. Students will continue to review this activity for the remainder of this week to achieve mastery of this skill.*
- **Homework:** Students did NOT complete Hamburger Homework Introduction paragraph. For homework tonight, students are going to complete their introduction paragraph by using the template on Google Classroom.
- **Exit Survey:**
 - **What is the purpose of a thesis statement?**

6th-7th Period Classwork: 09/05/18



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Fri. Powerpoint: Introduction Paragraph Hamburger**
 - Fri. P.P. Review: Hook, Filler Statements, Thesis Statement
 - Wed. Review Activity: Using your notes, copy the scrambled paragraph into your journals and independently try to unscramble the paragraph and identify the hook, fillers, and thesis statement.
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Watch Video:** <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **G.C. Handout 1:** Read examples of vague/specific thesis statements
 - **G.C. Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
- **ADD TO WRITING ESSAY:** Using your homework from Labor Day Weekend, you will go to your rough draft template of your essay and type your introduction paragraph into your essay.
- **Exit Survey:**
 - What is the purpose of a thesis statement?

THURSDAY, SEPTEMBER, 6TH, 2018

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



STANDARDS COVERED: 9/6/18 (THURS)

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

Learning Target: 9/06/18 (THURS)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will 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: 9/6/18 (THURS.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



Creative WRITING

THURSDAY

Choose your favorite character from a novel. Create a Tweet of 140 characters that describes the character’s role in the story.





Partner Outlining:

Directions: Copy this outline in your journal. With a partner, practice outlining the how-to-topics you've been assigned.

Introduction:
Attention Grabber:
Filler Sentences:
Thesis Statement: <ul style="list-style-type: none">• Point One:• Point Two:• Point Three:
Body Paragraph 1
Point One (from thesis):
Explain:
Body Paragraph 2
Point Two (from thesis):
Explain:
Body Paragraph 3:
Point Three (from thesis):
Explain:
Conclusion:
Restate Your Thesis:
Restate Your Main Points:
Return to Attention Grab for Clincher:

Intro Activity: The following sentences are incorrectly in order. Copy the sentences in your journal and unscramble the following sentences to create an introduction paragraph following the format below:

1. Hook/Attention Grabber
2. Filler Sentences
3. Thesis Statement

Smoking has a negative effect on teens because it leads to health problems, yellowing of the teeth, and body odor.

Why isn't smoking illegal?

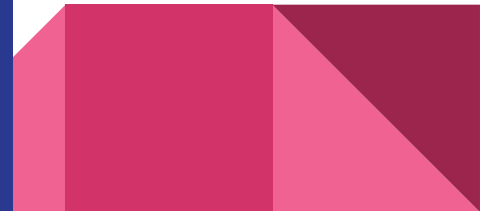
Even though tobacco isn't considered a hard drug, it can still hurt you.

1st Period Classwork: 09/06/18 (THUR.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Introduction Unscramble Practice
- **Whole Class Outline Model:**
 - <https://www.youtube.com/watch?v=8MZPvMAXKvg> (Watch Outlining Video for Purpose of Outlining)
 - **Partner:** Each class will be given a different process topic. In their journals, they independently will outline the steps/processes for this topic.
 - **Whole Class Share:** We will whole class share and work on completing the outline for the topic essay.
- **Independent Outlining:** Each student will go onto Google Classroom and have ten minutes to complete their writing outline for their process/how to essay.
 - **Pair & Share with Neighbor**
 - **Pair & Share:** Neighbors will check to see if process is in chronological order and main ideas are covered
 - **Assignment Check:** Turn into Google Classroom for an assignment grade
- **ADD TO WRITING ESSAY:** Using your homework from Labor Day Weekend, you will go to your rough draft template of your essay and type your introduction paragraph into your essay.



2nd Period Classwork: 9/06/18 (thurs.)

Directions for Classroom:

- #1. **DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- #2. **MobyMax:** Registered Students on MobyMax Instruction will complete Vocabulary/Language Comprehension Test to determine their place level on reading comprehension and identify gaps.
- #3. **COMPLETE** Compound Word Worksheets 1-G (If not completed yesterday)
 - Spelling Pop Quiz
 - Fluency Quiz (Read aloud ten compound words to the teacher)



3RD Period Classwork: 09/06/18 (THUR)



Directions for Classroom:

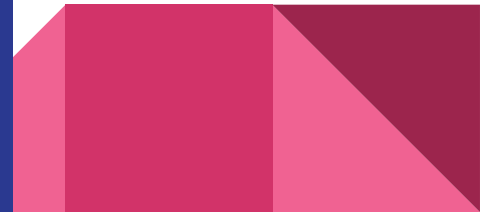
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Introduction Unscramble Practice
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Watch Video:** <https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **G.C. Handout 1:** Read examples of vague/specific thesis statements
 - **G.C. Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements with table partners
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
- Exit Survey on Google Classroom: What is a thesis statement?

4-5th Period Classwork: 09/06/18 (THUR)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Introduction Unscramble
- **Thesis Statement Mini Lesson: Whole Class Activity**
 - **Watch Video:**
<https://www.youtube.com/watch?v=wCzuAMVmIZ8>
 - **G.C. Handout 1:** Read examples of vague/specific thesis statements
 - **G.C. Handout 2:** Students work on identifying problems in thesis statements and correct them into strong statements with table partners
 - http://www.brooklyn.cuny.edu/web/aca_facultywac/MiniLessons-ThesisStatement.pdf
- Exit Survey on Google Classroom: What is a thesis statement?



6TH Period Classwork: 09/06/18 (THUR.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Introduction Unscramble Practice
- **Whole Class Outline Model:**
 - <https://www.youtube.com/watch?v=8MZPvMAXKvg> (Watch Outlining Video for Purpose of Outlining)
 - **Partner:** Each class will be given a different process topic. In their journals, they independently will outline the steps/processes for this topic.
 - **Whole Class Share:** We will whole class share and work on completing the outline for the topic essay.
- **Independent Outlining:** Each student will go onto Google Classroom and have ten minutes to complete their writing outline for their process/how to essay.
 - **Pair & Share with Neighbor**
 - **Pair & Share:** Neighbors will check to see if process is in chronological order and main ideas are covered
 - **Assignment Check:** Turn into Google Classroom for an assignment grade
- **ADD TO WRITING ESSAY:** Using your homework from Labor Day Weekend, you will go to your rough draft template of your essay and type your introduction paragraph into your essay.

7TH Period Classwork: 09/06/18 (THUR.)



Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - Introduction Unscramble Practice
- **Whole Class Outline Model:**
 - <https://www.youtube.com/watch?v=8MZPvMAXKvg> (Watch Outlining Video for Purpose of Outlining)
 - **Partner:** Each class will be given a different process topic. In their journals, they independently will outline the steps/processes for this topic.
 - **Whole Class Share:** We will whole class share and work on completing the outline for the topic essay.
- **Independent Outlining:** Each student will go onto Google Classroom and have ten minutes to complete their writing outline for their process/how to essay.
 - **Pair & Share with Neighbor**
 - **Pair & Share:** Neighbors will check to see if process is in chronological order and main ideas are covered
 - **Assignment Check:** Turn into Google Classroom for an assignment grade
- **ADD TO WRITING ESSAY:** Using your homework from Labor Day Weekend, you will go to your rough draft template of your essay and type your introduction paragraph into your essay.

FRIDAY, SEPTEMBER, 7TH, 2018

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



STANDARDS COVERED: 9/7/18 (FRI)

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

Learning Target: 09/07/18 (FRI.)

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

1ST Period Classwork: 09/07/18 (FRI.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **KAHOOT REVIEW OF INTRO. PARAGRAPH TOPICS**
 - Students will login to Kahoot with their devices, Chromebooks, and review before their quiz over Introduction paragraph.
- **POP QUIZ:**
 - **QUIZ COVERS:** Thesis, Filler Sentences, Hook/Attention Grabber, Strong/Weak Thesis Statements, Points in a Thesis, Ways you can hook a reader's attention, jobs of filler sentences, where the points from the thesis end up in the essay, how many paragraphs are in a standard 3-5 essay.
- **Organize/Grade Work:**
 - Staple Bell-Ringer/DWL Charts in Journals for grades for DWL 2 & 3 & 4



2nd Period Classwork: 9/07/18 (FRI.)

Directions for Classroom:

- STUDENT-TEACHER MENTORS
- SKITTLES ACTIVITY: TEAM BUILDING
- SMART GOALS
 - ADAPTABILITY LESSON: READ-ALOUD BY TEACHER
<https://www.safaribooksonline.com/library/tutorials/learning-agility-anon/3361/>
 - MIND FLEXIBILITY ACTIVITY WITH COLOR



Skittle Activity for Mentors

- For every red skittle, you tell embarrassing moments or memorable moments in your life.
- For every orange skittle, you tell a goal that you have.
- For every purple skittle, you tell an achievement.
- For every yellow skittle, you tell about a hobby or interest that you have.
- For every green skittle, you tell about your “favorites.” This could be your favorite food, your favorite vacation, your favorite brand of lip gloss..etc.
- For every blue skittle you have, tell about your what you want to do when you grow up (different ideas of what you want to be)



3rd-5th Period Classwork: 09/07/18 (FRI.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **Whole Class Outline Model:**
 - <https://www.youtube.com/watch?v=8MZPvMAXKvg> (Watch Outlining Video for Purpose of Outlining)
 - **Partner:** Each class will be given a different process topic. In their journals, they independently will outline the steps/processes for this topic.
 - **Whole Class Share:** We will whole class share and work on completing the outline for the topic essay.
- **Independent Outlining:** Each student will go onto Google Classroom and have ten minutes to complete their writing outline for their process/how to essay.
 - **Pair & Share with Neighbor**
 - **Pair & Share:** Neighbors will check to see if process is in chronological order and main ideas are covered
 - **Assignment Check:** Turn into Google Classroom for an assignment grade



6th-7th Period Classwork: 09/07/18 (FRI.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
- **KAHOOT REVIEW OF INTRO. PARAGRAPH TOPICS**
 - Students will login to Kahoot with their devices, Chromebooks, and review before their quiz over Introduction paragraph.
- **POP QUIZ:**
 - **QUIZ COVERS:** Thesis, Filler Sentences, Hook/Attention Grabber, Strong/Weak Thesis Statements, Points in a Thesis, Ways you can hook a reader's attention, jobs of filler sentences, where the points from the thesis end up in the essay, how many paragraphs are in a standard 3-5 essay.
- **Organize/Grade Work:**
 - Staple Bell-Ringer/DWL Charts in Journals for grades for DWL 2 & 3 & 4



Monday, SEPTEMBER, 10TH, 2018

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



STANDARDS COVERED: 9/10/18 (MON)

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

Learning Target: 09/10/18 (MON.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective guided Cornell Notes to learn about transition statements. I will write about a topic I've chosen for my how-to-essay. I will work in groups to create an outline to practice my outlining skills. I will participate in our classroom discussion about our famous inspiration of the day from Nelson Mandela. I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
- **2nd Period:** I will use complete sentences to create an original thought on Daily Writing Logs. I will learn how to effectively participate and respond to classmates' discussion while whole group discussion. I will learn what compound words are and how to use them in a sentence. I will complete identifying compound words in a sentence. I will practice fluency skills on reading/spelling compound words.
- **7th Period:** I will learn how to effectively participate and respond to classmates' discussion during DWL. I will create a t-chart graphic organizer to practice writing other's thoughts. I will write about a topic I've chosen for my how-to-essay. I will learn how to take effective guided Cornell Notes to learn about transition statements. I will begin setting up my final essay product for quarter one major writing project. I will type my introduction and first body paragraphs for my major writing project. I will identify when to use transition statements as a warm up to indicate what I know about transition statements.

DWL: 9/10/18 (MON.) 2ND Period

Directions:

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

MONDAY

In detail, describe an accomplishment that you are MOST proud of. Be sure to use descriptive writing and figurative language to describe the reward.

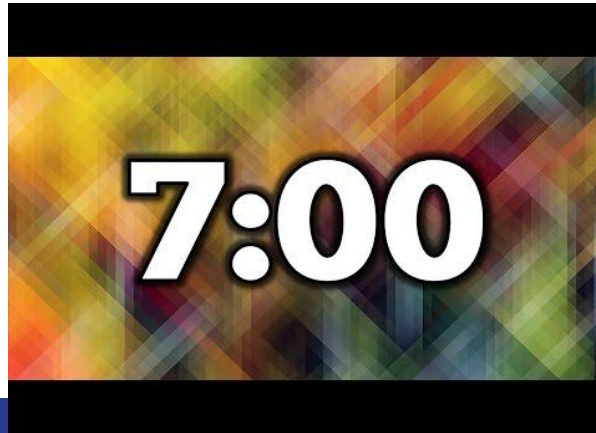


Outline: How-to-Essay

1. **Introduction**
 - a. Hook
 - b. Filler Sentences
 - c. Thesis Statement
2. **Body Paragraph One**
 - a. Point One
 - b. Explain
3. **Body Paragraph Two**
 - a. Point Two
 - b. Explain
4. **Body Paragraph Three**
 - a. Point Three
 - b. Explain
5. **Conclusion**
 - a. Reword Thesis
 - b. Restate points
 - c. End with a clincher

Topics:

1. How-to-fly a kite
2. How-to-swim
3. How-to-paint your nails
4. How-to-create a bookmark
5. How-to-make lemonade/tea
6. How-to-mow the lawn
7. How-to-send a letter
8. How-to-edit a picture
9. How-to-bluetooth your phone to a device
10. How-to-put a document in a folder on Drive



1st, 6th, & 7th Period Classwork: 09/10/18 (mon.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Whole Class Outline:** *Independent, Whole Class, Project*
 - Independent: Students will, independently, look at the topics presented on the slide and practice outlining independently in their journals following the DWL.
 - Whole Class: Students will volunteer their outline pieces to contribute to the whole class model being added onto the board.
 - Refer to their own Outline: Using their own outlines, students will create their introduction paragraph on their rough drafts in their Google Drive folders.
- **Body Paragraphs Day 1: Transition Sentences (7th Period Completes)**
 - Watch the video below and fill in the worksheets handed out for guided note-taking <https://www.youtube.com/watch?v=a5HZpmJpfSI>
 - **Homework:**
 - 7th Only: Transition Words Worksheet
 - 1st & 6th: Complete/fix outline due at 11:59pm tonight



2nd Period Classwork: 9/10/18 (MON.)

Directions for Classroom:

- #1. **DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- #2. **COMPOUND WORD HANGMAN:** [compound words hangman game](#)
- #3. **COMPOUND WORD QUIZ:**
 - Reading & Spelling: Part A
 - Students will be given worksheets of their compound word quiz. They will work on identifying compound words in passages by highlighting and then they will circle which compound word to use (between two) in a sentence.



3rd, 4th, & 5th Period Classwork: 09/10/18 (mon.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **KAHOOT REVIEW OF INTRO. PARAGRAPH TOPICS**
 - Students will login to Kahoot with their devices, Chromebooks, and review before their quiz over Introduction paragraph.
- **POP QUIZ:**
 - **QUIZ COVERS:** Thesis, Filler Sentences, Hook/Attention Grabber, Strong/Weak Thesis Statements, Points in a Thesis, Ways you can hook a reader's attention, jobs of filler sentences, where the points from the thesis end up in the essay, how many paragraphs are in a standard 3-5 essay.
- **Independent Outlining:** Each student will go onto Google Classroom and have ten minutes to complete their writing outline for their process/how to essay.
 - **Pair & Share with Neighbor**
 - **Pair & Share:** Neighbors will check to see if process is in chronological order and main ideas are covered
 - **Assignment Check:** Turn into Google Classroom for an assignment grade



Tuesday, SEPTEMBER, 11TH, 2018

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



STANDARDS COVERED: 9/11/18

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

Learning Target: 09/11/18

- **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.

Outline: How-to-Essay

1. **Introduction**
 - a. Hook
 - b. Filler Sentences
 - c. Thesis Statement
2. **Body Paragraph One**
 - a. Point One
 - b. Explain
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 - a. Reword Thesis
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Topics:

1. How-to-fly a kite
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6. How-to-mow the lawn
7. How-to-send a letter
8. How-to-edit a picture
9. How-to-bluetooth your phone to a device
10. How-to-put a document in a folder on Drive



DWL: 9/11/18 (tues.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



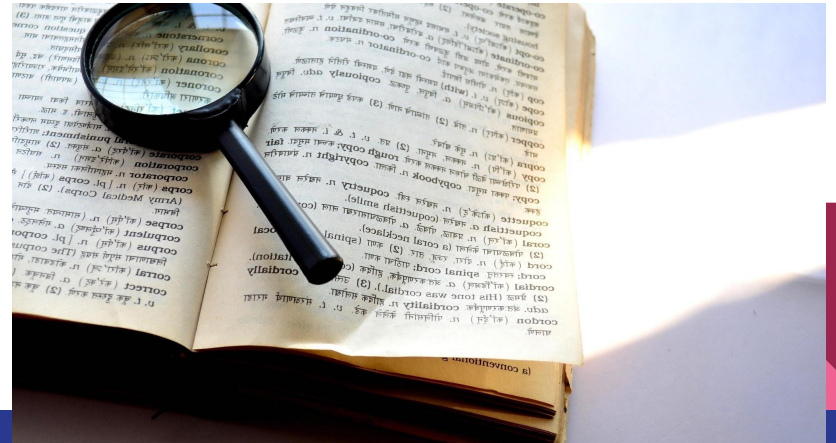
TUESDAY WORD OF THE WEEK CHICANERY

Part of Speech: _____

Definition: _____

Sentence: _____

Using www.dictionary.com, you will find the part of speech and definition of the word of the week. You will also use the word in a sentence.



DWL: 9/11/18 (tues.) 2nd Period

Directions:

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



TUESDAY

"THE JOY WE FEEL HAS LITTLE TO DO WITH THE CIRCUMSTANCES OF OUR LIVES AND EVERYTHING TO DO WITH THE FOCUS OF OUR LIVES." -RUSSELL M. NELSON

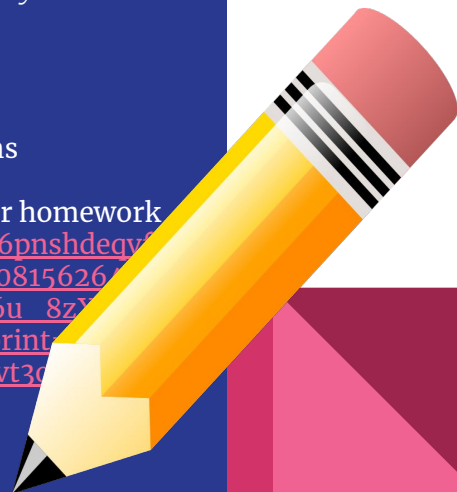
Do you agree or disagree with this quote?
Explain your reasoning below.



1st, 6th, & 7th Period Classwork: 09/11/18 (tues.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Partner Outline Unscramble:** *Understanding Check*
 - **10 Minutes- Group Activity:** Students will have a chopped up essay to unscramble and put back together on construction paper.
 - *Volunteers to read aloud each part of the unscrambled essay. Turn in construction paper in tray with names on back for in-class quick understanding check.*
- **Writing Project Con't:**
 - **Homework Body Paragraph Day 2:** Transition Statement Worksheet
 - Students will use the remainder of the time to work on the two worksheets.
 - **WORKSHEET 1-A:** Direct Instruction in class done together answering questions
<https://www.k12reader.com/worksheet/identify-the-transition-words/view/>
 - **WORKSHEET 1-B:** Independent work to practice using transition statements for homework
https://doc-04-50-apps-viewer.googleusercontent.com/viewer/secure/pdf/f16pnshdegyf1fcp49rmiugg38o6/hq82bilcfntdj7kp542r1bp181dl03b5/1536666150000/drive/08156264207419160892/ACFrOgBroI_zhXaJQt1YFSBnSen6_ihLH443odP3qYLUjOI8obKunAXk6u_8zXjLhLLWmsp8iVEjRAMw_KqJPLgq8cGXVTU6g7_rIzLjmX9jSitcvGm4IDnx0=?print=5gs8sqqh7g5hi&user=08156264207419160892&hash=klovfj1imfq1rj6ffuj46vt3



3rd, 4th, & 5th Period Classwork: 09/11/18 (tues.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Assessment Check on Google Classroom for Outlining:** Answer questions about the outline on Google Classroom as a part of classwork grade to demonstrate understanding of how an outline works.
- **Body Paragraphs Day 1: Transition Sentences**
 - Watch the video below and fill in the worksheets handed out for guided note-taking <https://www.youtube.com/watch?v=a5HZpmJpfSI>
 - *Note: Transition sentences will be used to begin your paragraphs in your writing. Your next task will show you how transition sentences will be used in your body paragraphs and conclusion.*
- **Writing Project Con't:**
 - **Template & Hamburger Homework:** Students will reference their hamburger homework to begin typing their introduction paragraphs inside of their essays.
 - **Template & Outline:** Students will reference their outline homework to begin typing their first body paragraphs inside of their essays using transitions.



2nd Period Classwork: 9/11/18 (Tue.)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Moby Max:**
 - Daily Challenge
 - Language Placement Test
- **#3. Elements of a Complete Sentence**
 - Students will have the five elements of a complete sentence worksheets in their binders (capitalization, punctuation, subject, verb, must make sense). Students will create sentences and drawings to demonstrate they know what each of these elements mean.



Wednesday, SEPTEMBER, 12TH, 2018

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



STANDARDS COVERED: 9/12/18 (wed)

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

Learning Target: 09/12/18 (wed.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes 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: 9/12/18 (wed.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



WEDNESDAY

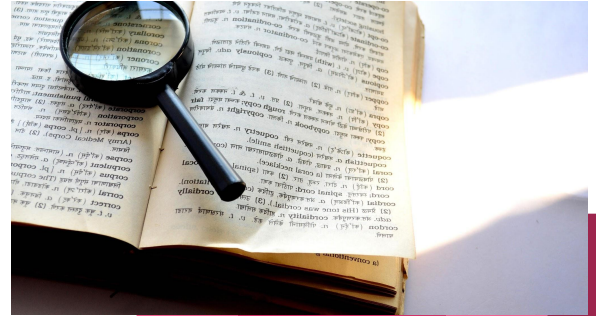
Figurative **LANGUAGE**

Definition:

Create an Example:

OXYMORON

Using www.dictionary.com, you will find the definition of the word. You will also use the word in a sentence by creating your own example.



DWL: 9/12/18 (wed.) 2nd Period

Directions:

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



WEDNESDAY



Explain the typo in the image above. Would you want to get your shot from this company? Why or why not?

Other Words with the letters “F, L, U, and E”.
What could this sign actually mean?

- Flu
- Fuel
- Flute
- Felt
- Left
- Elf

1st, 4th, 6th, & 7th Classwork: 09/12/18 (wed.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Homework Check:**
 - Transition word worksheet checked, traded & graded.
- **Goldilocks and the Three Bears Activity: Building Bridges with Transitions**
 - **GNT Video for Clarity:** This video reviews with students what transition words to use when. The transition word cheat sheet will have been handed out to students to help them know when to use what type of words. This will be glued in their journals. <https://www.youtube.com/watch?v=7aksqJCgAMA>
 - Explain cheat sheet different elements (1st, 4th, & 6th will glue cheat sheets into their journals)
 - **Activity:** Students will get copies of Goldilocks and the Three Bears that has missing blanks. The missing blanks will need to be filled in with transition words. They will work in groups to determine which transition words belong where inside of the story. We will whole class review answers at end.
- **Exit Survey: KWL Chart for Transition Words**



3rd, 5th Period Classwork: 09/12/18 (wed.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Body Paragraphs Day 1: Transition Sentences**
 - Watch the video below and fill in the worksheets handed out for guided note-taking <https://www.youtube.com/watch?v=a5HZpmJpfSI>
 - *Note: Transition sentences will be used to begin your paragraphs in your writing. Your next task will show you how transition sentences will be used in your body paragraphs and conclusion.*
- **Partner Outline Unscramble:** *Understanding Check*
 - **10 Minutes- Partners Activity:** Students will have ten seconds to choose their partners and, with their partners, they will have a chopped up essay to unscramble and put back together on construction paper.
 - *Volunteers to read aloud each part of the unscrambled essay. Turn in construction paper in tray with names on back for in-class quick understanding check.*
- **Writing Project Con't: (3rd Period)**
 - **Homework Body Paragraph Day 2: Transition Statement Worksheet**
 - Students will use the remainder of the time to work on the worksheet.
 - <https://www.k12reader.com/worksheet/identify-the-transition-words/view/>

2nd Period Classwork: 9/12/18 (Wed.)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Moby Max:**
 - Daily Challenge
 - Language Placement Test
 - Identify the Subject in a Sentence Part 1 & 2
- **#3. Elements of a Complete Sentence**
 - Students will complete the pre-test worksheet, "Is it a complete sentence?" to determine their knowledge on complete sentences.



Thursday, SEPTEMBER, 13TH, 2018

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



STANDARDS COVERED: 9/13/18 (thurs)

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

Learning Target: 09/13/18 (thurs.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will 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: 9/13/18 (thurs.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



Creative WRITING

THURSDAY

Write down your favorite quote. Identify an instance of figurative language & explain the meaning. EX: simile, metaphor, imagery, etc.



Clark's Directions:

Visit the website:

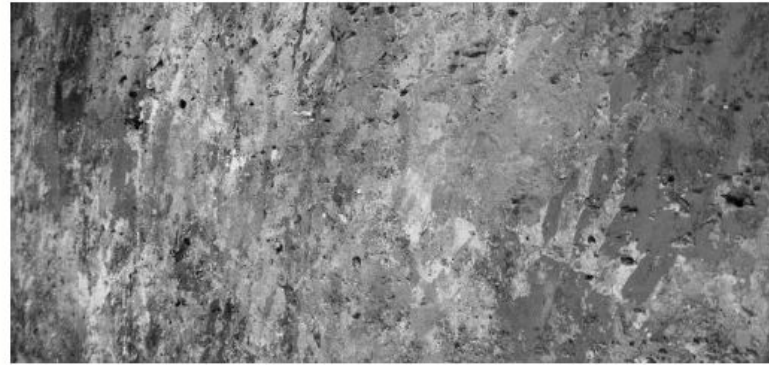
<http://examples.yourdictionary.com/examples-of-figurative-language.html>

Choose your favorite figurative language quote & explain the LITERAL meaning of it.

DWL: 9/13/18 (thurs.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



THURSDAY

Write a poem about the image to the right. Your poem can be about anything that comes to mind when you look at the image.

- **Step One: Decide what the image is**
- **Step Two: Create an ACROSTIC poem of the wall (W is for... A is for ...)**
- **Step Three: Pair and Share**
- **Step Four: Write down what your partner thought it was.**

1st, 4th, 6th, & 7th Classwork: 09/13/18 (thurs.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- **Goldilocks and the Three Bears Activity: 5 Minutes**
 - ***Complete Yesterday's Work: 4th & 6th complete Goldilocks & the three bears activity from yesterday***
- **GNT Video for Clarity:** This video reviews with students what transition words to use when. The transition word cheat sheet will have been handed out to students to help them know when to use what type of words. This will be glued in their journals.
<https://www.youtube.com/watch?v=7aksqJCgAMA>
 - Explain cheat sheet different elements (1st, 4th, & 6th will glue cheat sheets into their journals)
- **Exit Work:** Review transition words for quiz tomorrow by playing transition words Battleship.
 - <https://www.quia.com/ba/436110.html>

3rd, 5th Classwork: 09/13/18 (thurs.)

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout, handouts graded at end of week and glued into journals that following Monday*
- (3rd & 5th Period): Complete Unscramble How to Essay
- **Goldilocks and the Three Bears Activity: Building Bridges with Transitions**
 - **Video for Clarity:** This video reviews with students what transition words to use when. The transition word cheat sheet will be handed out to students to help them know when to use what type of words. This will be glued in their journals. <https://www.youtube.com/watch?v=7aksqJCgAMA>
 - **Group Activity:** Students will get three copies of Goldilocks and the Three Bears that has missing blanks. The missing blanks will need to be filled in with transition words. They will work in groups to determine which transition words belong where inside of the story. We will whole class review answers at end.
- **Exit Survey: KWL Chart for Transition Words**

2nd Period Classwork: 9/13/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Moby Max:**
 - **Daily Challenge**
 - Language Placement Test
 - Identify the Subject in a Sentence Part 1 & 2
- **#3. Review Worksheet in Binders Elements of a Complete Sentence**
 - **Students will complete the worksheet**



Friday, SEPTEMBER, 14TH, 2018

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



STANDARDS COVERED: 9/14/18 (FRI)

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

Learning Target: 09/14/18 (FRI.)

- **1st, 3rd, 4th, 5th, 6th Period:** I will learn how to effectively participate and respond to classmates' discussion while whole group review over informational text. I will learn how to take effective Cornell Notes of the Hamburger Introduction Paragraph. I will use this visual model to create my own introduction paragraph. I will find out what is wrong with thesis statements (vague/specific). I will create my own thesis statement. I will write about a topic I've chosen for my how-to-essay. I will work in groups to problem-solve thesis statements. I will participate in our classroom discussion/debate over our critical writing assignment "problems in society". I will use complete sentences to create an original thought on KWL Exit Surveys and Daily Writing Logs.
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DWL: 9/14/18 (fri.) 1st, 3rd, 4th, 5th, 6th, 7th Period

Directions:

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



SOMETHING I LEARNED THIS WEEK:

DWL: Read & Respond to the poem below. You are writing the entire duration of the three minutes.

*****Follow-up: Think, Pair, Share*****

“I miss 9/12. I would never want another 9/11, but I miss the America of 9/12. Stores ran out of flags to sell because they were being flown everywhere. People were Americans before they were upper/lower class, Jewish/Christian, Republican/Democrat. We hugged people without caring if their opinions were right/wrong. On 9/12, what mattered more to us was what united us, not divided us.”

17 years #NeverForget

-Elizabeth S. Gray

1st, 4th, 6th, & 7th Classwork: 09/14/18 (Fri.)

Directions for Classroom:

- **9/11 Cross Curricular Project Announcement for Mr. Shores & Mrs. Clark**
****Interview a person who was 12 or older during 9/11. 5 question interview typed with responses for Mr. Shores. 6 Sentence reflection of interview for Mrs. Clark's class.*
<https://www.youtube.com/watch?v=MTJGB5XEUKA> (child friendly informational video about 9/11)
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Mini Weekend Project Introduced: 9/11 Interview Reflection**
 - Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (child friendly informational video about 9/11)
- **Assessment: Formative Assessment**
 - Students will have a Google Forms assessment over how to correctly use transition words. They may use their journals from this week to complete their quizzes.
 - https://docs.google.com/forms/d/e/1FAIpQLSd9M2UCgYC1GlHq5cCco0d6ezp8g2l62fJ37dH_gnZBu26PKg/viewform?usp=sf_link
- **Review Activity: Battleship (5 Minutes)**
 - *BATTLESHIP REVIEW GAME FOR TRANSITION WORDS: play transition word battleship to increase their comprehension on how to correctly use transition words in their writing and identify them in their reading.*
 - <https://www.quia.com/ba/436110.html>

3rd, 5th Classwork: 09/14/18 (Fri.)

Directions for Classroom:

- **9/11 Cross Curricular Project Announcement for Mr. Shores & Mrs. Clark**
****Interview a person who was 12 or older during 9/11. 5 question interview typed with responses for Mr. Shores. 6 Sentence reflection of interview for Mrs. Clark's class.*
<https://www.youtube.com/watch?v=MTJGB5XEUkA> (child friendly informational video about 9/11)
- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Review Activity: Battleship**
 - *BATTLESHIP REVIEW GAME FOR TRANSITION WORDS: play transition word battleship to increase their comprehension on how to correctly use transition words in their writing and identify them in their reading.*
 - <https://www.quia.com/ba/436110.html>
- **(5th) Informational Essay Unscramble & Transition Word Identification (in class):**
 - **Groups:** In their table groups, students will work to unscramble the example informational text essay by using transitional words/phrases to signal to them when a new idea has been introduced.
 - **Review Homework:** Students will share sentence examples they created & turn in handout 9 homework.
- **(3rd) Complete & Review Goldilocks and the Three Bears Activity: (in class)**
 - **SNAP LANGUAGE VIDEO:** Review how to use transition sentences with the guided listening worksheets from the Snap Language Video that will be glued into their journals. This video reviews with students what transition words to use when. The transition word cheat sheet will have been handed out to students to help them know when to use what type of words. This will be glued in their journals.
<https://www.youtube.com/watch?v=7aksqJCGAMA>
 - (3rd Period) Handout p. 9 for homework: Using transition words in a sentence.

2nd Period Classwork: 9/14/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
 - *1a. Reading Probe Testing (by Mrs. Miles)*
- **#2. Moby Max:**
 - Daily Challenge
 - Vocabulary Placement Test
- **#3. Review Worksheet in Binders Elements of a Complete Sentence**
- **#4. Review transition words/phrases on Transition Word Battleship (link posted on Google Classroom)**



Clark's Requirements

- **Due:** Sept 21th (if assigned Friday 9/13)
 - One paragraph reflecting your interview and your interviewee's experiences, of at LEAST 6 sentences, about what you've learned from the interview
 - **Must** be typed and submitted onto Google Classroom under 9/11 Project

Monday, SEPTEMBER, 17TH, 2018

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



STANDARDS COVERED: 9/17/18

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

Learning Target: 09/17/18

- **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.
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1st, 4th, 6th, & 7th Classwork: 09/17/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **Pg. 9 Handout: Creating Transition Sentences in Class**
 - **Part A (Independent):** Students will independently work on creating transition sentences on page 9 handout for 5 minutes.
 - **Part B (Group Work):** In their table groups, they will choose the best examples to put on construction paper from each category of transition words and whole class share.
- **Body Paragraphs: Video & Homework**
 - **Homework:** Students will have a scrambled body paragraph and, as a homework grade, will work on cutting and gluing the sentences onto the the Parahamburger to practice sequencing ideas into the correct order.
http://www.readingrockets.org/content/pdfs/parahamburger_1.pdf
 - **Video:** Students will watch informative video prior to starting homework and take notes on topic sentences, body of paragraph, and closing sentence.
<https://www.youtube.com/watch?v=ySdXomnsoi4>

Parahamburger Homework

- **Assignment:** Students will have a scrambled body paragraph and, as a homework grade, will work on cutting and gluing the sentences onto the the Parahamburger to practice sequencing ideas into the correct order.

First of all, when you are wanting to teach your dog a new trick, you will need to get a proper reward for your dog. I recommend getting Blue brand kibble treats since they are small and come in one package with 30 treats. You'll need many treats to practice tricks. Make sure your dog likes the treat because if they don't like the treat, they will not respond to your prompt for the trick if the reward is gross. Once you've gotten the perfect treat and seen that your dog likes it, you are ready to begin training.

2nd Period Classwork: 9/17/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Moby Max:**
 - Daily Challenge
 - Phonics & Spelling Rules
- **#3. Review Worksheet in Binders:** Complete Sentence Versus Sentence Fragments
- **#4. Review transition words/phrases on Transition Word Battleship (link posted on Google Classroom)**



3rd, 5th Classwork: 09/17/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (child friendly informational video about 9/11)
- **Review Activity: Battleship (5 Minutes)**
 - *BATTLESHIP REVIEW GAME FOR TRANSITION WORDS: play transition word battleship to increase their comprehension on how to correctly use transition words in their writing and identify them in their reading.*
<https://www.quia.com/ba/436110.html>
- **Assessment: Formative Assessment**
 - Students will have a Google Forms assessment over how to correctly use transition words. They may use their journals from this week to complete their quizzes.
 - https://docs.google.com/forms/d/e/1FAIpQLSd9M2UCgYC1GIHq5cCcoOd6ezp8g2l62fj37dH_gnZBu26PKg/viewform?usp=sf_link
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http://www.readingrockets.org/content/pdfs/parahamburger_1.pdf
 - **Video:** Students will watch informative video prior to starting homework and take notes on topic sentences, body of paragraph, and closing sentence.
<https://www.youtube.com/watch?v=ySdXOmns0i4>

Tuesday, SEPTEMBER, 18TH, 2018

“Knowledge comes, but wisdom lingers.”

-Alfred Lord Tennyson

<https://eslflow.com/processessay.html>



STANDARDS COVERED: 9/18/18

7th Grade (2nd Period) (Mastery of 6th-8th Skills)	7th Grade (1st, 3rd, 4th, 5th, 6th Period) (Mastery of 7th Grade Skills)	7th Grade: Pre-AP (7th Period) (Mastery of 8th Grade Skills)
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Learning Target: 09/18/18

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DWL: 9/18/18 (tues.) 2nd Period

Directions:

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



TUESDAY

"A READER LIVES A THOUSAND LIVES BEFORE HE DIES, THE MAN WHO NEVER READS LIVES ONLY ONE." -GEORGE R.R MARTIN

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



DWL: 9/18/18 (tues.) 1st, 3rd, 4th-7th Period

Directions:

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



TUESDAY

WORD OF THE WEEK

CIRCUMNAVIGATE

Part of Speech: _____

Definition: _____

Sentence: _____



1st, 4th, 6th, & 7th Classwork: 09/18/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **Check Homework: Sandwich Chart**
 - Sandwich Chart for scrambled body paragraphs will be double checked in class.
- **Process Writing Activity #1: Processing an Order**
 - **Partner:** Students will work with their table partners to put the process in order to processes an order. They will do so by matching the sentences with the pictures and writing the steps as a process.
 - https://www.eslflow.com/wp-content/uploads/2017/10/Processing_an_order.pdf
- **Google Drive: Folder Q1 Info. Text**
 - **Independent Typing on Template:** Students will go onto their rough drafts in their self-created folders on Google Drive to begin typing their body paragraph transition sentences and remaining sentences regarding their main points from the thesis.



2nd Period Classwork: 9/18/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Mini Lesson: Parts of Speech**
 - Guided Cornell Notes over Parts of Speech PowerPoint
https://www.youtube.com/watch?v=nQJtIYQ_OgU
- **#3. Review Worksheet in Binders:** Deconstructing pieces of a sentence
 - Diagnostic Test #1: Students will be labeling the different parts of a sentence (i.e. adjective, noun, etc.)
- **#4. Game over labeling the parts of a sentence**
<https://www.funbrain.com/games/grammar-gorillas>



3rd, 5th Classwork: 09/18/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **Check Homework: Sandwich Chart**
 - Sandwich Chart for scrambled body paragraphs will be double checked in class.
- **Process Writing Activity #1: Milkshakes**
 - **Partner:** Students will work with their table partners to put the process in order to make a banana milkshake. They will do so by matching the sentences with the pictures and writing the steps as a process.
 - https://www.eslflow.com/wp-content/uploads/2017/10/Banana_milkshake_process_exercise.pdf
- **Google Drive: Folder Q1 Info. Text**
 - **Independent Typing on Template:** Students will go onto their rough drafts in their self-created folders on Google Drive to begin typing their body paragraph transition sentences and remaining sentences regarding their main points from the thesis.

Wednesday, SEPTEMBER, 19TH, 2018

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-Alfred Lord Tennyson*



STANDARDS COVERED: 9/19/18

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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Learning Target: 09/19/18

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- **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.
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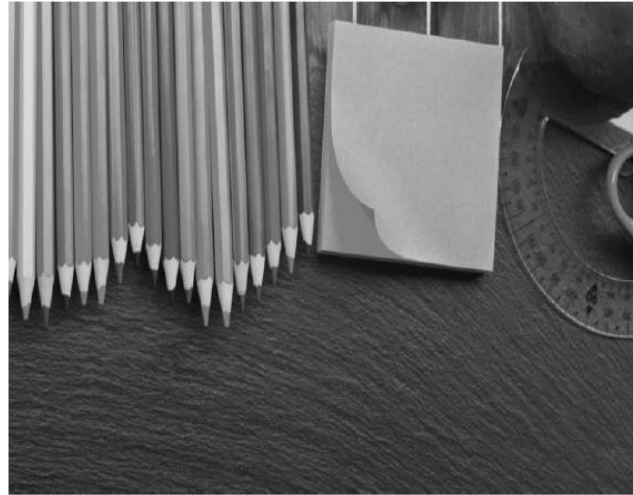
DWL: 9/19/18 (wed.) 2nd Period

Directions:

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



WEDNESDAY



What is your least favorite school subject? Explain your reasoning below.



DWL: 9/19/18 (wed.) 1st, 3rd, 4th-7th Period

Directions:

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



WEDNESDAY

Figurative LANGUAGE

Definition:

Create an Example:

HYPERBOLE

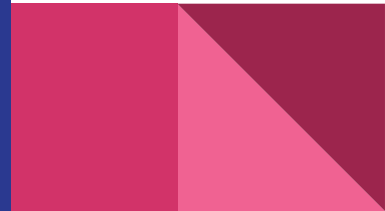
5 Examples!!!!

You may use your computer to assist you.

1st, 4th, 6th, & 7th Classwork: 09/19/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
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- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **Whole Class Read Aloud: Deconstruct an Essay “Reverse Outlining”**
 - *Deconstruct an essay: As we read aloud the example process essay, and take volunteers to read as well, students will work backwards by creating the outline for the already written essay to help them identify the parts of it.*
- **Google Drive: Folder Q1 Info. Text**
 - **Last Day Independent Typing on Template for Body Paragraph:** Students will go onto their rough drafts in their self-created folders on Google Drive to begin typing their body paragraph transition sentences and remaining sentences regarding their main points from the thesis.



2nd Period Classwork: 9/19/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Independent:** Finish Diagnostic Test #1
 - *Trade & grade.*
- **#3. Review complete/incomplete sentences by playing the Quest**
 - <https://www.education.com/game/floyd-danger-sentence-sorting/>



3rd, 5th Classwork: 09/19/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **Process Writing Activity #1: Processing an Order**
 - **Partner:** Students will work with their table partners to put the process in order to processes an order. They will do so by matching the sentences with the pictures and writing the steps as a process.
 - https://www.eslflow.com/wp-content/uploads/2017/10/Processing_an_order.pdf
- **Google Drive: Folder Q1 Info. Text**
 - **Independent Typing on Template:** Students will go onto their rough drafts in their self-created folders on Google Drive to begin typing their body paragraph transition sentences and remaining sentences regarding their main points from the thesis.

Thursday, SEPTEMBER, 20TH, 2018

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



STANDARDS COVERED: 9/20/18

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

Learning Target: 09/20/18

- **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.
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DWL: 9/20/18 (Thurs.) 2nd Period

Directions:

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



THURSDAY

Using your five senses (hear, taste, see, smell, feel), describe what the person in the image is experiencing. Tell their story.

DWL: 9/20/18 (Thurs.) 1st, 3rd, 4th-7th Period

Directions:

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

Creative WRITING

Write a “how-to fit in” guide for a new student coming to your school. Use satire.

THURSDAY



Satire is used in many works of literature to show foolishness or vice in humans, organizations, or even governments - it uses sarcasm, ridicule, or irony.

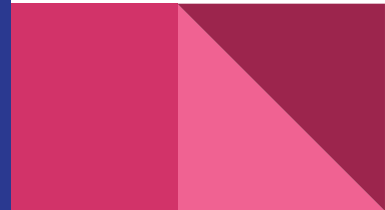
See example of the judges “judged” the football players “the same way as other students” on the final.



1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/20/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
- **In Class Writing Time: Three Body Paragraphs**
 - *Type Body Paragraphs for Process Essay Using Outline & Parahamburger sheet as reference for help (Goal: Complete body paragraphs today)*
- **Classwork: Body Paragraph Check:**
 - *Students will upload on Google Classroom their three body paragraphs they've typed thus far for Writer's Workshop. They will do so by copying and pasting their paragraphs onto an uploadable file.*



2nd Period Classwork: 9/20/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Moby Max:**
 - Sight Words Practice
- **#3. Review complete/incomplete sentences by playing the Quest**
 - <https://www.education.com/game/floyd-danger-sentence-sorting/>



Friday, SEPTEMBER, 21st, 2018

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



STANDARDS COVERED: 9/21/18

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

Learning Target: 09/21/18

- **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.
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DWL: 9/21/18 (fri.) INDEPENDENT ON WORKSHEET

Directions:

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



FRIDAY

CRITICAL *Thinking*

This of a disease that greatly affects humanity. Which would you cure and why? How would you gain the money for research?



SOMETHING I LEARNED THIS WEEK:

Stuck?

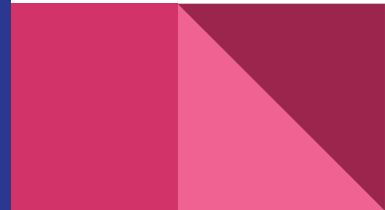
Visit this website for diseases/illnesses that plague America today.

<https://www.medicalnewstoday.com/articles/282929.php>

1st, 3rd, 4th, 5th, 6th Classwork: 09/21/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Ongoing Mini Project: 9/11 Interview Reflection Due Friday 9/21**
 - *Cross Curricular Assignment Between Mrs. Clark and Mr. Shores (see next slide for requirements for work, will also be posted on Google Classroom)*
 - <https://www.youtube.com/watch?v=MTJGB5XEUKA> (*child friendly informational video about 9/11*)
 - *****Project due online on Google Classroom today.*
- **KWL:** Whole Class Post It Note
 - **Chart:** Students will have one post it note and write down one addition to the whole class KWL Chart.
- **9/11 Groups Activity: Cause & effect on Google Classroom**
 - **9/11 Activity:** In their table groups, students will each read the informational text article found below, posted on Google Classroom. In their groups, they will fill in the word document on Google Classroom with the cause & effect sheets.
<https://www.kqed.org/lowdown/14066/13-years-later-four-major-lasting-impacts-of-911>
- **Whole Class Share Reflection of Project:** Students will volunteer to whole class share.



2nd Period Classwork: 9/21/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2.** Probe Reading Test: Students will be completing Reading Probe Assessments. These are timed for 3 minutes.
- **#3. Review Complete Sentences/Sentence Fragments Wkst**
 - These are inside of the binder. Students fixed and graded their own work.
- **#4. Review complete/incomplete sentences by playing the Quest**
 - <https://www.education.com/game/floyd-danger-sentence-sorting/>



7th Period Pre-AP Classwork: 9/21/18

Directions for Classroom:

- #1. DWL: Language Arts DWL
 - Turned in as students were leaving
- #2. Mr. Pickett & Mr. Curtsinger Speakers
 - **Information:** As students finished up their 9/11 projects, our vice principal and principal came into the classroom today to speak to the students about where they were and what they were doing during that day. Students held a Q & A session at the end of their stories.
 - **DWL:** For their DWL today, students wrote down questions they wanted to ask our speakers during the Q & A session at the end.



DWL: 9/21/18 (fri.) WITH PARTNER IN JOURNAL 1st, 3rd, 4th, 5th, 6th, & 7th

- **TURN & TALK:** With one neighbor, you may share the disease you've selected you would like to cure and explain why. You must also explain what you would do in order to raise funds for the cure.
- **JOURNAL:** In your journal, on a fresh sheet, you are going to create the chart below to actively listen and copy your partner's response.

Partner's Disease to Cure:	Why?	How to Raise Funds:

Writing Activity Warm Up in Journals: 1st, 3rd, 4th, 5th, 6th, & 7th

Watch, take notes, & whole class share



After watching the video, you will be writing. You will write underneath of your DWL. You will take notes on the difference between cause & effect. You will list **FIVE** effects of the rain.

Discussion at End of Class:

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

**Whole Class Share & Reflect on 9/11
Interviews.**

****If time, share stories of those you've
interviewed.**





Pictures from Mr. Pickett's NYC Trip



Pictures from Mr. Pickett's NYC Trip

Monday, SEPTEMBER, 24th, 2018

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



STANDARDS COVERED: 9/24/18

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

Learning Target: 09/24/18

- **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.
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DWL: 9/24/18 (Mon.) 2nd Period

INDEPENDENT ON DWL WORKSHEET

Directions:

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

MONDAY

Write down your favorite quote or saying. Then, explain why this quote has meaning to you and applies directly to your life.



1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/24/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Essay Revising Game to Introduce Writer's Workshop:**
 - *Divide the class into two teams. Give one person from each team one of the sentences needing correction(s). The two students have to race to the board to rewrite the sentence correctly. The student who writes the sentence correctly gets a point for his or her team.*
- **In Class Writing Directions:** You will have FIVE minutes in class to complete your intro/conclusion paragraphs of your essays. You will be writing OR practicing editing until time is up at LEVEL 0.
 - **Step One:** Finish typing your introduction paragraph and your conclusion paragraph. Submit conclusion on Google Classroom under classwork.
 - **Step Two:** Prepare for Grammar Revision in peer editing by practicing with proofing game posted on Google Classroom.
<https://www.portlandproof.com/games/proof-it>
- **Homework Practice Revising:** Students will each go onto Google Classroom and revise the problems with the sample paragraph assignment. We will discuss writer's workshop for tomorrow.



2nd Period Classwork: 9/24/18

Directions for Classroom:

- #1. **DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- #2. Fix sentence errors worksheet
 - DIRECTIONS: Using their notes, students will work on identifying issues by highlighting errors in the incomplete sentences and fix the mistakes they see by re-writing the sentences correctly. This will be in their binders.
 - <https://www.k12reader.com/worksheet/correcting-mistakes-in-sentences/view/>
 - Whole Class Share & Correct
- #3. Grammar Proofreading Game for Class today:
<https://www.portlandproof.com/games/proof-it>



Independent Time: Writing Essays



Directions: You will have FIVE minutes in class to complete your intro/conclusion paragraphs of your essays. You will be writing OR practicing editing until time is up at LEVEL 0.

Step One: Finish typing your introduction paragraph and your conclusion paragraph.

Step Two: Prepare for Grammar Revision in peer editing by practicing with proofing game posted on Google Classroom.

<https://www.portlandproof.com/games/proof-it>

Grammar Revision: Prepare for Essay Editing

Grammar Revision: Team Games

3. Peer Edit Team Race

- a. From students' essays, write down 5–10 sentences that contain common errors (spelling, grammar, word choice, punctuation, etc.) Make two copies of the sentences and cut them into strips so each sentence is on a separate piece of paper.
- b. Divide the class into two teams. Give one person from each team one of the sentences needing correction(s). (Try to choose two students who are at about the same level.) The two students have to race to the board to rewrite the sentence correctly. The student who writes the sentence correctly gets a point for his or her team.
- c. Provide the two students 1 minute to discuss the sentence with their teams before going up to the board (or you can have them revise the sentence individually, with no help from teammates). You can change the rules to suit the needs and personalities of your students.
- d. Once the two students have their sentences up on the board, have them read their sentences aloud and then elicit from the class which one, if either, is correct. If they are both still wrong, the entire class can help to correct them, and neither team gets the point.

Grammar Revision: Sentence Examples (COPY)

Their running to the park.	We are hear.	i am happy too be here.	i cant wait for the weekend.
she wanted too go two taco bell.	Their dog's name as Max.	We're waiting for her birthday two come.	She excepted his offer to drive her home.
The horse had jumped over the streem.	No one wanted to be with he at lunch.	He ran quick to secon base.	If he callz tonite, tell him im not home.

Tuesday, SEPTEMBER, 25th, 2018

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



STANDARDS COVERED: 9/25/18

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

Learning Target: 09/25/18

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DWL: 9/25/18 (Tues.) 1st, 3rd, 4th, 5th, 6th, & 7th INDEPENDENT ON DWL WORKSHEET

Directions:

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



TUESDAY

WORD OF THE WEEK

DECIDUOUS

Part of Speech: _____

Definition: _____

Sentence: _____



DWL: 9/25/18 (tues.) 2nd Period

INDEPENDENT ON DWL WORKSHEET

Directions:

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



TUESDAY

"YOU DON'T WRITE BECAUSE YOU WANT TO SAY SOMETHING, YOU WRITE BECAUSE YOU HAVE SOMETHING TO SAY." -F. SCOTT FITZGERALD

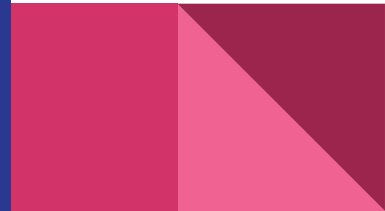
Do you agree or disagree with this quote?
Explain your reasoning below.

3:00

1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/25/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Rubric Review:** In-class review of the writing project rubric
- **Essay Revising for Day 1 Writer's Workshop:**
 - **Sample Model:** Students will practice read & write peer editing with the sample essay's introduction paragraphs using the editing checklist on Google Classroom.
***Whole Class Share
 - **Partner's Body Paragraphs:** Students will do the read & write peer editing with the editing checklist. They will highlight errors and staple the handout to their partner's work.
 - <http://www.readwritethink.org/files/resources/printouts/Editing%2oChecklist.pdf>



2nd Period Classwork: 9/25/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Day 2: Fix sentence errors worksheet**
 - DIRECTIONS: Using their notes, students will work on identifying issues by highlighting errors in the incomplete sentences and fix the mistakes they see by re-writing the sentences correctly.
 - <https://www.k12reader.com/worksheet/correct-the-paragraph/view/>
 - Whole Class Share & Correct
- **#3. Grammar Proofreading Game for Class today:**
<https://www.portlandproof.com/games/proof-it>



Wednesday, SEPTEMBER, 26th, 2018

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



STANDARDS COVERED: 9/26/18

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

Learning Target: 09/26/18

- **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: 9/26/18 (WED.) 1st, 3rd, 4th, 5th, 6th, & 7th INDEPENDENT ON DWL WORKSHEET

Directions:

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



WEDNESDAY

Figurative LANGUAGE

Definition:

Create an Example:

ALLUSION

5:00

DWL: 9/26/18 (wed.) 2nd Period

INDEPENDENT ON DWL WORKSHEET

Directions:

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



WEDNESDAY



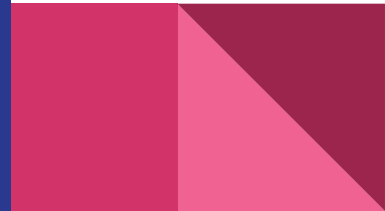
Explain the typo(s) in the image above. Then, re-write the message correctly.

3:00

1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/26/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Rubric Review:** In-class review of the writing project rubric of PowerPoint Presentation
- **PowerPoint Presentation Day 1:**
 - **Sample PowerPoint Presentation:** Students will watch the powerpoint sample of the example of what their projects are supposed to look like. They will see how to present their project as well. In addition, students will score the SAMPLE.
 - **Independent Work PowerPoint Project:** Students will work on setting up their PowerPoint Presentations of their essays using the rubric.
 - **Sign up for Presentations after Fall Break:** Students will sign up for their time slots to present their PowerPoint projects after fall break.



2nd Period Classwork: 9/26/18

Directions for Classroom:

- #1. **DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- #2. Day 3: Fix sentence errors worksheet
 - DIRECTIONS: Using their notes, students will work on identifying issues by highlighting errors in the incomplete sentences and fix the mistakes they see by re-writing the sentences correctly.
 - <https://www.teacherspayteachers.com/FreeDownload/Editing-and-Revising-Sentences-Printable-Worksheet-403663>
 - Whole Class Share & Correct
- #3. Grammar Proofreading Game for Class today:
<https://www.portlandproof.com/games/proof-it>



Thursday, SEPTEMBER, 27th, 2018

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



STANDARDS COVERED: 9/27/18

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

Learning Target: 09/27/18

- **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.
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DWL: 9/27/18 (THUR.) DWL DIRECTIONS

JOURNAL NOTES: 30 SECOND ELEVATOR SPEECH

Directions:

Use your journals in the “Clark” section to take notes. Answer the following dwl on the worksheet for this week.



WHAT IS IT:

An elevator speech is a clear, brief message or “commercial” about you. It communicates who you are, what you’re looking for and how you can benefit a company or organization. It’s typically about 30 seconds, the time it takes people to ride from the top to the bottom of a building in an elevator. (The idea behind having an elevator speech is that you are prepared to share this information with anyone, at anytime, even in an elevator.)

This elevator speech is:

- absolutely not longer than *25 to 30 seconds*
- or - in words - approximately *80 to 90 words*
- or - in sentences - *8 tot 10 sentences*

A digital clock showing 5:00 in glowing blue numbers against a purple and pink nebula background.

DWL: 9/27/18 (THUR.) INDEPENDENT ON DWL WORKSHEET

Directions:

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



Creative WRITING

Write an elevator speech that represents your perspective on a popular social issue that exists today.

THURSDAY



POSSIBLE SOCIAL ISSUES:

- OBESITY/HEALTH
- EDUCATION (religion, teacher pay, schools lacking utilities, subjects being thrown out)
- SUICIDE AND SOCIAL MEDIA
- CYBERBULLYING
- RACISM

DWL: 9/27/18 (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

Choose one person in this crowd of people and tell their story. Where are they going? What are they thinking? How are they feeling? What do they see? Use complete sentences.

1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/27/18

Directions for Classroom:

- **Bell Ringer:** Language Arts DWL in notebooks & dated
 - Pair & Share
 - Whole Class Share
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*
- **Feedback PowerPoint Activity:** Students will watch the student example of a PowerPoint and leave feedback on the Google Classroom “Classwork” assignment, “Sample Powerpoint #2”
- **Quarter 1: Chapter Test:**
 - **Whole Class Review & Independent on Topics on Handout**
 - **Whole Class Directions:** Students will whole class review topics on handout for open notes test for when they come back from fall break on 10/9. This will be their last test grade
 - **Quizlet Independent Review:** https://quizlet.com/_5asdzt
- **PowerPoint Presentation Day 2:**
 - **Independent Work PowerPoint Project:** Students will work on setting up their PowerPoint Presentations of their essays.
 - *Assignment Posted on Google Classroom for Turn In*

2nd Period Classwork: 9/27/18

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Compare & Contrast Guided Instruction Day 1 & 2**
 - 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. Grammar Proofreading Game for Class today:**
<https://www.portlandproof.com/games/proof-it>

The brown quick

~~F~~ox jum~~m~~ps over

the la~~z~~y ~~d~~og dog.



Friday, SEPTEMBER, 28th, 2018

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



STANDARDS COVERED: 9/28/18

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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Learning Target: 09/28/18

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1st, 3rd, 4th, 5th, 6th, & 7th Classwork: 09/28/18

Bell Ringer: Language Arts DWL in notebooks & dated

- Pair & Share
- Whole Class Share
- Turn in DWL for grade
 - *New bell-ringers on handout turned in today, will be returned & stapled into journals on Monday.*

- **Checklist: Missing Work on Google Classroom ONLY**

- Students who have missing work in Mrs. Clark's class will go onto Infinite Campus. They will be handed a checklist sheet to write down all of their missing work in Mrs. Clark's room. For the last day of 1/2 credit, students can work on and submit late work today ONLY. Using the checklist, students will mark off that they turned in those missing assignments and turn it in at the end of class to Mrs. Clark.

- **PowerPoint Presentation & Essay Project (LAST IN CLASS WORKING DAY):** Students will work on setting up their PowerPoint Presentations of their essays and work on completing their essays.

***** ASSIGNMENT TAB CREATED FOR UPLOADING ESSAY AND POWERPOINT ON GOOGLE CLASSROOM *****

- **LANGUAGE ARTS GAMES FOR WRITING SKILLS**

- Quizlet (Independent) for Test Prep for Final Exam: https://quizlet.com/_5asdzr
- Kahoot Whole Class Review for Test after DWL**
- <http://freerice.com/#/english-grammar/1167> (Free Rice Language Arts Skills)
- <http://www.wordgametime.com/games/antonym-matcher> (Antonym Matcher)
- <https://www.portlandproof.com/games/proof-it> (Grammar Proofreading Game)



2nd Period Classwork: 9/28/18 (Fri)

Directions for Classroom:

- **#1. DWL:** Language Arts DWL in binders & dated
 - Pair & Share
 - Whole Class Share
- **#2. Probe Reading Test Administered by Mrs. Miles**
- **#3. Compare & Contrast Guided Instruction Day 3**
 - 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. Grammar Proofreading Game for Class today:**
<https://www.portlandproof.com/games/proof-it>

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the la~~z~~y ~~dog~~ dog.

