Lesson Plans – Instructional ELA:

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|    | Monday     | Tuesday     | Wednesday     | Thursday     | Friday     |
| Lesson   |     Re-teach expectations/ seating chart/ Posters      | Interactive fig language & Ode G.O  | Writing Odes  | Writing and Illustrating Odes  | Finalization and Presentations  |
| Standard   |      SL7.1b- Follow rules for collegial discussion           |  RL7.5- Analyze how a poem’s form/structure contributes to it’s meaning   | W7.4- Produce clear and coherent Writing that is appropriate to task, purpose, and audience  | W7.4- Produce clear and coherent Writing that is appropriate to task, purpose, and audience  | SL7.1a- Come to discussions prepared, having read or researched material under study  |
| Content Objective  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).     |  I can demonstrate comprehension of the rules for collegial discussion by participating in class discussion of class expectations & creating a poster to display.         |    I can demonstrate analysis of a poem’s form & structure and how it contributes to meaning by filling out my graphic organizer, checking off all the items on my checklist    | I can demonstrate synthesis of clear and coherent writing appropriate to task by using my graphic organizer to create my own ode, complete with required figurative language  | I can demonstrate synthesis of clear and coherent writing appropriate to task by using my graphic organizer to create my own ode, complete with required figurative language   | I can demonstrate comprehension of coming to discussions prepared by having my presentation ready to share with my class, using eye contact and appropriate pace and volume  |
| Language Objective  (Read, Write, Hear, Speak, Discuss, and Debate).     |  I can write to describe classroom expectations using my partner and at least 2 examples         |  I can speak to analyze the impact of poetry techniques by sharing those terms with my partner and whole group discussion   | I can write to create clear and coherent writing using the required characteristics of an ode (rhyme or free verse, figurative lang, praise or celebration)  | I can write to create clear and coherent writing using the required characteristics of an ode (rhyme or free verse, figurative lang, praise or celebration)   | I can speak to present my ode using appropriate volume, pace, and eye contact   |
| Vocabulary   |   |   |   |   |   |
| Accommodations & Modifications       | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule.  Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan).  Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues.  Timer used for some students with Behavior Plans.  Resource Room also available.      |