Lesson Plans – Instructional ELA:

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Lesson | “Ode to Enchanted Light” | “Ode to Enchanted Light”  Writing Odes | Writing Odes and pics to display & begin “Sleeping in the Forest” | Finish “Sleeping in the Forest” and interactive figurative language | Sub Plans |
| Standard | RL7.1 Cite several pieces of textual evidence to support analysis | RL 7.4 Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or stoy selection; determine the meaning of specific words and phrases | W7.4 Produce clear and coherent writing that is appropriate to task, purpose and audience | RL 7.4 Analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or stoy selection; determine the meaning of specific words and phrases |  |
| Content Objective | *I can comprehend citing textual evidence using examples by identifying the features of an Ode* | I can analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or stoy selection; determine the meaning of specific words and phrases by writing my own ode | I can synthesize the information I know about odes by producing clear and coherent writing that is appropriate to task, purpose and audience | I can analyze the impact of rhymes and other repetitions of sounds on poetry stanzas or stoy selection; determine the meaning of specific words and phrases by answering questions about those poetry techniques in the poem |  |
| Language Objective  (Read, Write, Hear, Speak, Discuss, and Debate). | I can write to citing text evidence usingat least on example from each question. | I can speak to analyze the information I know about poetry terms using those terms | I can write to synthesize the information I know from analyzing using the elements of an ode to write my own | I can write to analyze the poem to answer the questions by including details and examples |  |
| Vocabulary | ode, latticework, cicada | rhyme, rhythm, metaphor, simile, personification | ode,  rhyme, rhythm, metaphor, simile, personification |  |  |
| 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. | | | | |