

## 2014-2015 Language Arts

Mon, May 4	
<p><b>1st Period</b>  <b>8:00-8:47</b>  <b>(Wednesdays</b>  <b>8:00-8:39)</b>  <b>8th Grade</b>  <b>Honors</b></p>	<p><b>Lesson:</b> Literature Circle Practice (2-day lesson)</p> <p><b>Objective:</b> Students will learn the cycle of the Literature Circles by practicing the routine with a short story.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the cycle</li> </ul> <ol style="list-style-type: none"> <li>1. Select Job</li> <li>2. Read</li> <li>3. Complete Job Worksheets</li> <li>4. Have Discussion</li> <li>5. Repeat 1-4 (Until the novel is completed)</li> </ol> <ul style="list-style-type: none"> <li>• Pass out job sheets</li> <li>• Students get textbook</li> <li>• Read the <i>Drummer boy of Shiloh</i> p.6-10 (Take Free-Response Notes while reading)</li> <li>• Complete Literature Circle job sheets</li> <li>• Hold discussion.</li> </ul>
<p><b>2nd Period</b>  <b>8:50-9:37</b>  <b>(Wednesdays</b>  <b>8:42-9:41)</b>  <b>7th Grade</b></p>	<p><b>Lesson:</b> Popocatepytl and Ixlachihuatl Summary Test.</p> <p><b>Objective:</b> Students will write a summary to demonstrate understanding of the text.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students get textbooks</li> <li>• Pass out 4-Step Summary paper</li> <li>• Complete graphic organizer and write summary.</li> </ul>
<p><b>3rd Period</b>  <b>9:40-10:27</b>  <b>(Wednesdays</b>  <b>9:24-10:03)</b>  <b>8th Grade</b></p>	<p><b>Lesson:</b> Literature Circle Practice (2-day lesson)</p> <p><b>Objective:</b> Students will learn the cycle of the Literature Circles by practicing the routine with a short story.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the cycle</li> </ul> <ol style="list-style-type: none"> <li>1. Select Job</li> <li>2. Read</li> <li>3. Complete Job Worksheets</li> <li>4. Have Discussion</li> <li>5. Repeat 1-4 (Until the novel is completed)</li> </ol> <ul style="list-style-type: none"> <li>• Pass out job sheets</li> <li>• Students get textbook</li> <li>• Read the <i>Drummer boy of Shiloh</i> p.6-10 (Take Free-Response Notes while reading)</li> <li>• Complete Literature Circle job sheets</li> <li>• Hold discussion.</li> </ul>

<p><b>5th Period</b>  <b>11:20-12:13</b>  <b>3</b>  <b>(Wednesdays</b>  <b>10:48-1:29)</b>  <b>7th Grade</b></p>	<p><b>Lesson:</b> Popocatepyl and Ixlachihuatl Summary Test.</p> <p><b>Objective:</b> Students will write a summary to demonstrate understanding of the text.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students get textbooks</li> <li>• Pass out 4-Step Summary paper</li> <li>• Complete graphic organizer and write summary.</li> </ul>
<p>5th RSP</p>	<p>Is it okay if I take some of the students to my room for testing?</p> <p>That would be perfect. You can also help write the IVF as a group to get them started on the right foot.</p>
<p><b>6th Period</b>  <b>12:58-1:45</b>  <b>(Wednesdays</b>  <b>11:32-12:11)</b>  <b>8th Grade</b></p>	<p><b>Lesson:</b> Literature Circle Practice (2-day lesson)</p> <p><b>Objective:</b> Students will learn the cycle of the Literature Circles by practicing the routine with a short story.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the cycle</li> <li>1. Select Job</li> <li>2. Read</li> <li>3. Complete Job Worksheets</li> <li>4. Have Discussion</li> <li>5. Repeat 1-4 (Until the novel is completed)</li> <li>• Pass out job sheets</li> <li>• Students get textbook</li> <li>• Read the <i>Drummer boy of Shiloh</i> p.6-10 (Take Free-Response Notes while reading)</li> <li>• Complete Literature Circle job sheets</li> <li>• Hold discussion.</li> </ul>
<p>6th RSP</p>	<p>Can you sit with the "Sparrowhawk Red" group this week to help keep their discussion on track.</p> <p>Yes!!</p> <p>I'm bringing som cards with some discussion starters to work on writing questions with more depth.</p>
<p><b>7th Period</b>  <b>1:48-2:35</b>  <b>(Wednesdays</b>  <b>12:56-1:35)</b>  <b>7th Grade Honors</b></p>	<p><b>Lesson:</b> Popocatepyl and Ixlachihuatl Summary Test.</p> <p><b>Objective:</b> Students will write a summary to demonstrate understanding of the text.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students get textbooks</li> <li>• Pass out 4-Step Summary paper</li> <li>• Complete graphic organizer and write summary.</li> </ul>

Tue, May 5	
<b>1st Period</b> <b>8:00-8:47</b> <b>(Wednesdays)</b> <b>8:00-8:39)</b> <b>8th Grade Honors</b>	<p><b>Lesson:</b> Literature Circle Practice (2-day lesson)</p> <p><b>Objective:</b> Students will learn the cycle of the Literature Circles by practicing the routine with a short story.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the cycle</li> </ul> <ol style="list-style-type: none"> <li>1. Select Job</li> <li>2. Read</li> <li>3. Complete Job Worksheets</li> <li>4. Have Discussion</li> <li>5. Repeat 1-4 (Until the novel is completed)</li> </ol> <ul style="list-style-type: none"> <li>• Pass out job sheets</li> <li>• Students get textbook</li> <li>• Read the <i>Drummer boy of Shiloh</i> p.6-10 (Take Free-Response Notes while reading)</li> <li>• Complete Literature Circle job sheets</li> <li>• Hold discussion.</li> </ul>
<b>2nd Period</b> <b>8:50-9:37</b> <b>(Wednesdays)</b> <b>8:42-9:41)</b> <b>7th Grade</b>	<p>RW.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Lesson:</b> Students complete a story retell in 6 scenes using stick figure Flow Map.</p> <p><b>Objective:</b> Write a clear and consistent executive summary using a graphic organizer to organize ideas.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Pass out textbooks, and printer paper</li> <li>2. Fold paper in half horizontally.</li> <li>3. Create six boxes as a story board (Flow Map) on the top half</li> <li>4. For 15 minutes, students will create a retelling of the story using stick figures and speech bubbles.</li> <li>5. Students will retell the story orally by reading their pictures to the group.</li> <li>6. Students will finally write a description of their 6 boxes. At least one sentence describing what is happening in each box.</li> </ol>
<b>3rd Period</b> <b>9:40-10:27</b> <b>(Wednesdays)</b> <b>9:24-10:03)</b> <b>8th Grade</b>	<p><b>Lesson:</b> Literature Circle Practice (2-day lesson)</p> <p><b>Objective:</b> Students will learn the cycle of the Literature Circles by practicing the routine with a short story.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce the cycle</li> </ul> <ol style="list-style-type: none"> <li>1. Select Job</li> <li>2. Read</li> <li>3. Complete Job Worksheets</li> <li>4. Have Discussion</li> <li>5. Repeat 1-4 (Until the novel is completed)</li> </ol> <ul style="list-style-type: none"> <li>• Pass out job sheets</li> <li>• Students get textbook</li> </ul>

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<b>5th Period</b> <b>11:20-12:13</b> <b>(Wednesdays)</b> <b>10:48-1:29)</b> <b>7th Grade</b>	<p>RW.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Lesson:</b> Students complete a story retell in 6 scenes using stick figure Flow Map.</p> <p><b>Objective:</b> Write a clear and consistent executive summary using a graphic organizer to organize ideas.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Pass out textbooks, and printer paper</li> <li>2. Fold paper in half horizontally.</li> <li>3. Create six boxes as a story board (Flow Map) on the top half</li> <li>4. For 15 minutes, students will create a retelling of the story using stick figures and speech bubbles.</li> <li>5. Students will retell the story orally by reading their pictures to the group.</li> <li>6. Students will finally write a description of their 6 boxes. At least one sentence describing what is happening in each box.</li> </ol>
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<b>7th Period</b> <b>1:48-2:35</b> <b>(Wednesdays)</b> <b>12:56-1:35)</b> <b>7th Grade Honors</b>	<p>RW.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>Lesson:</b> Students complete a story retell in 6 scenes using stick figure Flow Map.</p> <p><b>Objective:</b> Write a clear and consistent executive summary using a graphic organizer to organize ideas.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Pass out textbooks, and printer paper</li> </ol>

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Wed, May 6	
<b>1st Period</b> <b>8:00-8:47</b> <b>(Wednesd</b> <b>ays</b> <b>8:00-8:39)</b> <b>8th Grade</b> <b>Honors</b>	<b>Jog-a-Thon</b> <b>8:00-8:45</b>
<b>2nd</b> <b>Period</b> <b>8:50-9:37</b> <b>(Wednesd</b> <b>ays</b> <b>8:42-9:41)</b> <b>7th Grade</b>	<b>Lesson:</b> Students will develop vocabulary for the story <i>Phaethon, Son of Apollo</i> pp.814-817. Begin reading and taking notes.  <b>Objective:</b> Students will complete Frayer Models while watching PowerPoint.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Survey the text</li> <li>• students will make predictions</li> <li>• Hand out blank Frayers</li> <li>• Show Powerpoint which highlights the key terms, <b>mortal, persuade, dominions, vacancy, and sustained</b></li> <li>• take notes on vocab</li> <li>• Students will take focused Cornell Notes while reading. The notes will have headings from their often used plot diagrams.</li> </ul>
<b>3rd Period</b> <b>9:40-10:27</b> <b>(Wednesd</b> <b>ays</b> <b>9:24-10:03)</b> <b>8th Grade</b>	<b>Lesson:</b> Students will practice the job of Discussion Leader.  <b>Objective:</b> Students will write questions that require more discussion to answer.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Review questions from yesterday's <i>Drummer Boy of Shiloh</i></li> <li>• Circle questions that were easy for teams to answer.</li> <li>• Highlight questions that were difficult.</li> <li>• Have partners discuss what made them so easy, and what made them more challenging.</li> <li>• Share out.</li> <li>• Next have students review question starters for probing discussion questions.</li> <li>• As a group write 4 challenging questions.</li> <li>• Pair-Share around the room, using our new discussion questions.</li> <li>• Debrief</li> </ul>
<b>5th Period</b> <b>11:20-12:13</b> <b>(Wednesd</b> <b>ays</b> <b>10:48-1:29)</b> <b>7th Grade</b>	<b>Lesson:</b> Students will develop vocabulary for the story <i>Phaethon, Son of Apollo</i> pp.814-817. Begin reading and taking notes.  <b>Objective:</b> Students will complete Frayer Models while watching PowerPoint.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Survey the text</li> <li>• students will make predictions</li> <li>• Hand out blank Frayers</li> <li>• Show Powerpoint which highlights the key terms, <b>mortal, persuade, dominions, vacancy, and sustained</b></li> <li>• take notes on vocab</li> <li>• Students will take focused Cornell Notes while reading. The notes will have headings from their</li> </ul>

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6th RSP	<b>I'll sit with my group and help them use the frames to write their questions.</b>
<b>7th Period</b> <b>1:48-2:35</b> <b>(Wednesdays 12:56-1:35)</b>  <b>7th Grade Honors</b>	<p><b>Lesson:</b> Students will develop vocabulary for the story <i>Phaethon, Son of Apollo</i> pp.814-817. Begin reading and taking notes.</p> <p><b>Objective:</b> Students will complete Frayer Models while watching PowerPoint.</p> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Survey the text</li> <li>• students will make predictions</li> <li>• Hand out blank Frayers</li> <li>• Show Powerpoint which highlights the key terms, <b>mortal, persuade, dominions, vacancy, and sustained</b></li> <li>• take notes on vocab</li> <li>• Students will take focused Cornell Notes while reading. The notes will have headings from their often used plot diagrams.</li> </ul>

Thu, May 7	
<b>1st Period</b> <b>8:00-8:47</b> <b>(Wednesd</b> <b>ays</b> <b>8:00-8:39)</b> <b>8th Grade</b> <b>Honors</b>	<b>Library to Check out Literature Circle Books</b>
<b>2nd</b> <b>Period</b> <b>8:50-9:37</b> <b>(Wednesd</b> <b>ays</b> <b>8:42-9:41)</b> <b>7th Grade</b>	<b>Lesson:</b> Continuation from yesterday's lesson. Students will finish reading <i>Phaethon, Son of Apollo</i> and take notes  <b>Objective:</b> Complete reading and focus notes.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Students finish reading and taking notes (15 minutes)</li> <li>• Review notes and write questions in the left margin.</li> <li>• Write summary of notes at the end.</li> <li>• Bonus activity: Create a Double Bubble Map comparing Phaethon to Persephone</li> </ul>
<b>3rd Period</b> <b>9:40-10:27</b> <b>(Wednesd</b> <b>ays</b> <b>9:24-10:03)</b> <b>8th Grade</b>	<b>Library to Check out Literature Circle Books</b>
<b>5th Period</b> <b>11:20-12:1</b> <b>3</b> <b>(Wednesd</b> <b>ays</b> <b>10:48-1:29)</b> <b>7th Grade</b>	<b>Lesson:</b> Continuation from yesterday's lesson. Students will finish reading <i>Phaethon, Son of Apollo</i> and take notes  <b>Objective:</b> Complete reading and focus notes.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Students finish reading and taking notes (15 minutes)</li> <li>• Review notes and write questions in the left margin.</li> <li>• Write summary of notes at the end.</li> <li>• Bonus activity: Create a Double Bubble Map comparing Phaethon to Persephone</li> </ul>
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<b>6th Period</b> <b>12:58-1:45</b> <b>(Wednesd</b> <b>ays 11:32-</b> <b>12:11)</b> <b>8th Grade</b>	<b>Library to Check out Literature Circle Books</b>
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<b>7th Period</b> <b>1:48-2:35</b> <b>(Wednesd</b> <b>ays</b> <b>12:56-1:35)</b> <b>7th Grade</b> <b>Honors</b>	<b>Lesson:</b> Continuation from yesterday's lesson. Students will finish reading <i>Phaethon, Son of Apollo</i> and take notes  <b>Objective:</b> Complete reading and focus notes.  <b>Activities:</b> <ul style="list-style-type: none"> <li>• Students finish reading and taking notes (15 minutes)</li> </ul>



- Review notes and write questions in the left margin.
- Write summary of notes at the end.
- Bonus activity: Create a Double Bubble Map comparing Phaethon to Persephone

Fri, May 8	
<b>1st Period</b> <b>8:00-8:47</b> <b>(Wednesdays</b> <b>8:00-8:39)</b> <b>8th Grade</b> <b>Honors</b>	<p><b>Lesson:</b> Literature Circles Day 1</p> <p><b>Objective:</b> Students will read novels with their groups, select and complete reading comprehension and analysis jobs, and present findings in discussions.</p> <p><b>Literature Circle Cycle: 1- Select Jobs, 2-Read, 3-Complete Job, 4-Discussion</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Form Groups</li> <li>2. Calculate pages needing to be read (14 days)</li> <li>3. Select Jobs</li> <li>4. Read</li> <li>5. Complete Jobs</li> </ol>
<b>2nd Period</b> <b>8:50-9:37</b> <b>(Wednesdays</b> <b>8:42-9:41)</b> <b>7th Grade</b>	<p><b>Lesson:</b> Students will read <i>Demeter and Persephone</i> and take "free response" notes.</p> <p><b>Objective:</b> Students will take "free response" notes</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Distribute text books</li> <li>• Read</li> <li>• Write at least 2 free response note per page.</li> </ul>
<b>3rd Period</b> <b>9:40-10:27</b> <b>(Wednesdays</b> <b>9:24-10:03)</b> <b>8th Grade</b>	<p><b>Lesson:</b> Literature Circles Day 1</p> <p><b>Objective:</b> Students will read novels with their groups, select and complete reading comprehension and analysis jobs, and present findings in discussions.</p> <p><b>Literature Circle Cycle: 1- Select Jobs, 2-Read, 3-Complete Job, 4-Discussion</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Form Groups</li> <li>2. Calculate pages needing to be read (14 days)</li> <li>3. Select Jobs</li> <li>4. Read</li> <li>5. Complete Jobs</li> </ol>
<b>5th Period</b> <b>11:20-12:13</b> <b>(Wednesdays</b> <b>10:48-1:29)</b> <b>7th Grade</b>	<p><b>ART</b>  <b>Room 107</b></p>
<b>5th RSP</b>	
<b>6th Period</b> <b>12:58-1:45</b> <b>(Wednesdays</b> <b>11:32-</b>	<p><b>Lesson:</b> Literature Circles Day 1</p> <p><b>Objective:</b> Students will read novels with their groups, select and complete reading comprehension and analysis jobs, and present findings in discussions.</p>

<p>12:11) 8th Grade</p>	<p><b>Literature Circle Cycle: 1- Select Jobs, 2-Read, 3-Complete Job, 4-Discussion</b></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Form Groups</li> <li>2. Calculate pages needing to be read (14 days)</li> <li>3. Select Jobs</li> <li>4. Read</li> <li>5. Complete Jobs</li> </ol>
<p>6th RSP</p>	<p>Would it be a good idea to have the teams put their work on a poster?</p> <p>What do you mean?</p> <p>I'll show you at lunch.</p>
<p>7th Period 1:48-2:35 (Wednesd ays 12:56-1:35)  7th Grade Honors</p>	<p><b>Lesson:</b> Studets will read <i>Demeter and Persephone</i> and take "free response" notes.</p> <p><b>Objective:</b> Students will take "free response" notes</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Distribute text books</li> <li>• Read</li> <li>• Write at least 2 free response note per page.</li> </ul>