

Teacher: Danielle Roy

Subject: ELA 7 General

Week 4: Sept. 11 - Sept. 15, 2023

Periods: 1,2,3,5,6

	OBJECTIVES	ACTIVITIES	RESOURCES	ASSIGNED	ASSESSMENT	STANDARDS
MON	<p>Students will: define academic terms used in the weekly text;</p> <p>in paragraph form- state a claim, provide textual evidence, and comment on how the evidence supports the claim; and</p> <p>identify synonyms and antonyms of defined vocabulary.</p>	<p>Before: Vocabulary.</p> <p>During: “Rikki-Tikki-Tavi” paragraph writing using textual evidence.</p> <p>Complete the “Three Skeleton Key” anticipation guide and view <i>A New Species of Rat</i> video.</p> <p>After: Vocabulary review.</p>	<p>-Promethean board -Teacher instruction -Literature book</p>	<p>“Three Skeleton Key” Vocabulary: derisive, edible, emerge, horde, lurch, receding, suffice, morose</p>	<p>Student participation and response.</p>	<p>For the week: RCS: 1,3,4,10 WCS: 7, 21, 32 LCS: 1 SCS: 9, 22, 33 VCS: 29, 31 LCS: 19, 20, 25 DCS: 12, 13</p> <p>R1 - R6</p>
TUE	<p>Students will: identify the structural parts of sentences in a chunk of text;</p> <p>expand their knowledge of literary terms; and</p> <p>read a short story.</p>	<p>Before: Grammar practice.</p> <p>During: BOLO literary elements while reading “Three Skeleton Keys.”</p> <p>Introduce author Georges- Gustave Toudouze and the original 1949 <i>Escape</i> radio version of TSK.</p>	<p>-Promethean board -Teacher instruction -Literary handout -Chromebook -Literature book</p>		<p>Student participation and response.</p>	

		Horrorbale reading of “Three Skeleton Key.”				
WED	<p>Students will: identify literary elements and review academic terms used in the weekly text;</p> <p>read a short story; and</p> <p>demonstrate their knowledge of plot structure to include the exposition, rising action, climax, falling action, and resolution.</p>	<p>Before: Literary element and vocabulary review.</p> <p>During: Complete reading of “Three Skeleton Key.”</p> <p>Prepare TKS plot diagram.</p> <p>After: Intro to Independent and Dependent Clauses</p>	<p>-Promethean board</p> <p>-Teacher Instruction</p> <p>-Literature book</p>		Student participation and response.	
THUR	<p>Students will: review academic terms used in the weekly text;</p> <p>demonstrate an understanding of the setting, theme, and characters in a short story;</p> <p>explore how suspense, imagery, and foreshadowing are used; and</p> <p>identify independent and dependent clauses.</p>	<p>Before: Vocabulary crossword.</p> <p>During: “Three Skeleton Keys” analysis with emphasis on textual evidence.</p> <p>After: Grammar practice</p>	<p>-Promethean board</p> <p>-Teacher Instruction</p> <p>-Chromebook</p> <p>-Literature book</p>		Student participation and response.	

FRI	<p>Students will: demonstrate their knowledge of grade-level vocabulary;</p> <p>prepare a written response to a prompt and make an oral presentation.</p>	<p>Before: Independent review of vocabulary.</p> <p>During: Vocab Quiz.</p> <p>“Three Skeleton Key” alternative ending group writing and presentation assignment.</p> <p>After: review (take home)</p>	<p>-Promethean board -Teacher made quiz -Literature book -Handout</p>	<p>(In groups of three) Students will each choose one of the three TSK lighthouse workers to write and present an alternative ending for.</p>	<p>“Three Skeleton Key” Vocabulary Quiz: derisive, edible, emerge, horde, lurch, receding, suffice, morose</p>	
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