

	OBJECTIVES	ACTIVITIES	RESOURCES	ASSIGNED	EVALUATION	STANDARDS
MON	<p>Students will correct grammatical errors in sentences.</p> <p>Students will practice their knowledge of literary elements.</p> <p>Students will define grade appropriate vocab words.</p>	<p>Corrected Thank You letters.</p> <p>Complete Literary Elements Analysis: "Thank You M'am"</p> <p>Vocab Week 3 - "Seventh Grade" by Gary Soto</p>	<p>-Promethean board</p> <p>-Teacher instruction</p> <p>-Literary elements and grammatical corrections handout</p> <p>-Literature books</p>	<p><b>Literary Elements:</b> setting, theme, point of view, plot, character, conflict (external and internal)</p> <p><b>Vocab Wk 3:</b> elective, scowl, quiver, propelled, anxious, scanning, bluff, sheepish, plead</p>	Student response	<p>Standards for the week:</p> <p>ACOS 36 a, b,d: Demonstrate correct grammar, mechanics, and sentence structure.</p> <p>ACOS 1: Cite textual evidence to support analysis</p> <p>ACOS 2: Determine a theme or central idea of a text</p> <p>ACOS 3: Analyze how particular elements of a story or drama interact</p> <p>ACOS 39—Determine meaning of unknown and multiple-meaning words.</p> <p>C: Consult reference material to determine part of speech and meaning of a word.</p> <p>d—Verify the preliminary determination of the meaning of a word or phrase.</p> <p>LCS 18 -. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts. a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.</p>
TUE	<p>Students will practice their knowledge of grade appropriate words.</p> <p>Students will read a short story.</p>	<p>Vocab review.</p> <p>Introduce author Gary Soto. Begin reading "Seventh Grade"</p>	<p>-Promethean board</p> <p>-Teacher instruction</p> <p>-Class discussion</p> <p>-Literature book</p>		Student response and participation	<p>VCS 31 - . Infer word meaning through active listening in various contexts for purposeful, effective communication</p>

WED	<p>Students will practice their knowledge of grade appropriate words.</p> <p>Students will read a short story.</p> <p>Students will create art.</p>	<p>Sentence writing from week 3 vocabulary.</p> <p>Continue reading "Seventh Grade"</p> <p>French lesson</p>	<p>-Promethean board</p> <p>-Teacher instruction</p> <p>-Class discussion</p> <p>-Literature books</p> <p>-Lourve tour</p>	<p><b>In class French project for minor grade.</b></p>	<p>Student response</p>	
THUR	<p>Students will complete a plot diagram.</p> <p>Students will apply their knowledge of literary elements.</p>	<p>Complete a plot diagram in groups for "Seventh Grade"</p> <p>"Seventh Grade" review questions handout</p>	<p>-White board</p> <p>-Teacher instruction</p> <p>-Plot Diagram handout</p> <p>-Literature book</p>	<p><b>Group work for daily grade -</b> Literary elements: setting, theme, point of view, plot, character, conflict</p>	<p>Student response</p>	
FRI	<p>Students will apply their knowledge of grade appropriate terms.</p> <p>Students will think abstractly about a short story.</p>	<p>Teacher made quiz "Seventh Grade" critical thinking</p> <p>First Chapter Friday</p>	<p>-Promethean board</p> <p>-Literature book</p> <p>-Class discussion</p> <p>-Teacher's choice book</p>	<p><b>Week 3 Vocab Quiz</b> elective, scowl, quiver, propelled, anxious, scanning, bluff, sheepish, plead</p>	<p>Student response</p>	