

The Road Paved by Choice

7th grade

Chloe Andrews

CIED 4713

Dr. Witte

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Rationale

Purpose

In today's society, seventh graders are faced with many choices that ultimately influence their lives for the future. Because Students are so young, they need to be taught to reflect on an experience and see the ways in which they grew. Going through trials and tribulations are a part of our journey through life. It is how we handle those trials and tribulations that matters most, for they build the foundation to our hearts and minds. Throughout the unit, students have been building a creative portfolio over *The Alchemist* by Paulo Coelho. Our themes essential question is, "Think back to a few moments where you had to make a decision. What impact did it have on your life? What did you take away from it?" In our novel, we see Santiago going through his journey to become who the universe is conspiring him to be. The purpose of this unit is to give students to opportunity to reflect upon an event that seemed trying during the time in which it occurred, but later taught the student an import lesson in which helped shape who they are. This is all about the act of self-discovery and self-reflection. My hope is that after the unit is complete, students will feel inspired to create the best version of their selves after the in depth look at choice and what it means to make the right one. The *Alchemist* is all about self-discovery and doing what it takes to be who you are meant to be. I hope that students will forever remember the story of Santiago and think back to him when they are faced with a choice.

Standards

This unit is compiled with many different activities and readings that cover over thirty of the Oklahoma Standards for the seventh grade. Students begin by reflecting on an event and recording a video journal, they then write creative poetry, and write more than one academic essay. Students are also asked to complete rigorous grammar and spelling activities that will enhance their writing and over-all understanding of English throughout the course. The class will conclude with a portfolio reveal day where students will have to present their creations and pick which report they would like to discuss about *the Alchemist*. Each class covers at least four standards in a lesson and challenges students to think deeper and to work together as a group to find the secrets of Alchemy and self-discovery.

Goals and Objectives

- Students will read the book in its entirety
- Students will complete two academic essays
- Students will complete two forms of expression
- Students will write in their daily journals for 10 minutes at the beginning of each class
- Students will turn in a reading log after each weeks assigned reading
- Students will complete tasks during grammar lessons to improve overall writing and understanding of the writing process
- Students will be give vocabulary to go over every other week in order to improve fluency and writing.
- Students will have 1 writing project complete and one creative wring project complete by mid portfolio check
- Students with IEPs will turn in all assigned work with at least 80% complete
- Students will write 3 reviews each day over the presentations.
- Students will write over extended amounts of time
- Students will be expected to participate in class discussion.
- Class will be expected to create a presentation that is at least 5 minutes in length,
- Students will be expected to use technology on any given day.
- Students will be expected to come to class prepared everyday
- Students will be expected to do outside reading when they do not finish in class.

Grade Distribution for the Unit

Video journal	50 points
Get Lit Poem	50 points
Spoken word worksheet	10 points
Thesis worksheet	10 points
Building a body worksheet	10 points
2 page compare/contrast	200 points
Mid unit, check	50 points
Spelling word sentences	15 points
Citation worksheet	10 points
Storyboard	20 points
Quizlet 1 and 2	20 points
Quick writes (2)	20 points (10 apiece)
The Alchemist schema	15 points
20 journals	200 points 2 page
book report	200 points
3 peoples feedback each day (6 total)	20 points
Presentation	100 points
Total	1000 points total

Scale

A- 900

B- 800

C- 700

D- 600

Text and Supply List

Core texts

The Alchemist

The Lady Or the Tiger

News ELA article

“O me O life!” poem by Walt Whitman

Supply List

Recording device

Journal for bell ringers and quick writes

Sticky notes

Computers for typing papers

Projector

Access to YouTube

Various handouts

Writing utensil

Paper

Oklahoma Academic Standards

7.2.R.3 Students will paraphrase main ideas with supporting details in a text

7.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.

7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

7.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

7.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

7.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.

7.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.

7.2.R.3 Students will paraphrase main ideas with supporting details in a text.

7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.

7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: setting plot characters (i.e., protagonist, antagonist) characterization theme conflict (i.e., internal and external)

7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events.

7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style. ARGUMENT - Grade Level Focus

7.3.W.3 Students will introduce a claim and organize reasons and evidence, using credible sources.

7.3.W.4 Students will show relationships among the claim, reasons, and evidence.

7.3.R.5 Students will distinguish factual claims from opinions.

7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making

inferences about texts and use textual evidence to draw simple logical conclusions.

7.3.R.7 Students will make connections (e.g., thematic links) between and across multiple texts and provide textual evidence to support their inferences

7.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

7.4.R.4 Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.

7.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing. .

7.5.R.2 Students will recognize simple, compound, complex, and compoundcomplex sentences to signal differing relationships among ideas.

7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.

7.5.W.2 Students will compose simple, compound, complex, and compoundcomplex sentences and questions to signal differing relationships among ideas. 7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.

7.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two) .

7.6.W.2 Students will refine and formulate a viable research question and report findings clearly and concisely, using a thesis statement.

7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.

7.6.W.4 Students will summarize and present information in a report.

7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.

7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence.

Calendar

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intro to unit purpose - "I am second" video (7:11) - video journal discussion -pre planning	Start writing video -put class into groups of 3 journal/plan for recording	Grammar lesson - How to write a strong thesis	What is Alchemy -Article about Alchemy - Quick write -Video Discussion about what students predict	Introduce novel - KWL charts (or other reading strategy) - Start the Alchemist part one -quiet reading
2	Grammar lesson -- Grammar lesson 2 Building a body	Lady or the Tiger Reading -vocab	Get lit -short work sheet to get them thinking tone map	Writing with groups	51-104 reading - strategy <u>Mid unit portfolio check</u>
3	<i>O me! O life!</i> poem -video -premade lesson	Compr/Contrst this poem with the Alchemist writing assignment <u>Due Friday</u>	Spelling day -go over quizlet write each word in a sentence introduce final paper (book report)	Work day	104-167 reading -strategy - have finished by Tuesday for end of book activity
4	Grammar lesson -citations	End of novel work -story board	Workshop Meet with groups practice portfolio presentation	Present - three portfolio feedback forms	Present - three portfolio feedback forms

Daily Lessons

Week 1

Monday

Daily Lesson Information

Lesson title	I am Second
Lesson Purpose/Rationale	The purpose of this lesson is to start the students off on their journey to building their portfolio on self-discovery. This will be the introduction to the unit titled, The Road Paved by Choice.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be asked to begin by exploring a time they felt challenged and in some way learned from the experience. This doesn't have to be a huge, life changing moment, but simply one where they learned an important lesson. Students will then take the event and write a script to create a video journal. Students will get into pairs or groups to record their videos and they will be played at the end of the unit on portfolio reveal day. Their videos should be at least 2.5 minutes in length and will use the entire class Tuesday to finish writing and record.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	I am Second [Video file]. (n.d.). In YouTube. Retrieved from https://www.youtube.com/watch?v=BEmtRuJwb7A Andrews, C. 2016. CIED 4713. Oklahoma State University.

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic reading and writing skills
How will you address students who do not have this prior knowledge?	Students will be paired with stronger partners in order to achieve the best writing possible.
Materials for instruction (include rationale for why the materials are appropriate)	Computer to show the video. YouTube to gain understanding of what their video journals will look like. Pencil and paper for planning out script Phone or other device for recording

Accommodations and modifications	IEP modifications will be followed.
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Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Students will watch Shawn Johnson's video journal	Students will take notes during the video to analyze the way she performed her video in order for them to get ideas for their own.	Informal
7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, and sensory details to convey experiences and events	Students will begin writing their own video journal.	Students will take the class period to write about an event that impacted their lives	Informal

7.4.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will pair up and preform their video journals by acting out their script.	I will make the pairs or groups of three depending on the class size. They then will record themselves while acting out their video journal. This will be shown at the end of the unit to the class.	Formal
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Monday journal Question- If you could meet one famous person who would it be and why? What makes this person interesting to you? Tuesday- Would you ever be an actor? Why or why not?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any housekeeping business	Write their journal entry	
8 minutes	Play the video	Students will watch and take notes over what Shawn Johnson said and note anything they liked or disliked during her video.	

5 minutes	Go over video assignment	Take notes and ask questions	-2.5 minutes long -You can't read from the paper, but you can have cue cards you may incorporate anything in your video, but you
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			must be the main speaker. Ex. pictures/music Must be completely finished by the mid portfolio check
7 minutes	Open discussion about the video, teacher will have a couple questions prepared to begin discussion.	Discuss their ideas. Likes, dislikes, etc.	If the world saw you fail, how does that effect you? What is ones selfimage and how can that perspective be altered?
20 minutes	Will help students when needed	Begin writing their journals.	Students will need to be at least 2/3rds of the way done with their writing before coming to class tomorrow.
10 Minutes	Go over any housekeeping business	Write journal entry	
3 min	Put the class into groups. These groups will be	Group up and begin telling what their video will be about.	

	based off writing abilities and personalities. I want a strong personality with a quieter one to help one another to become the best they can be.	Students should help one another when drafting and filming by providing advice and feedback.	
37 minutes	Help students where needed	Finish writing and begin filming.	This will be the only in class time students will have to film, so they must work diligently or finish the assignment together outside of class.

Wednesday

Daily Lesson Information

Lesson title	Building a Thesis
Lesson Purpose/Rationale	This will likely be the students' first in-depth look into a thesis statement. "Students need to be taught what it means to close read and how to effectively unpack a text and repackage their ideas into an analytical thesis statement. This resource will enable you to equip your students
	for success" (Allen). This will allow students to see the components that go into building a strong thesis and the various types of statements. They will need this skill for the end of the unit writing project.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Using a pre-made PowerPoint from an online site called, Powershow.com, I will introduce the thesis statement lesson by asking the students to answer the questions on the slides. Students will then fill out a worksheet alone to prove their knowledge on the thesis formula and can use this as a resource later on. They will need to answer questions 1-4 on the first page and rewrite and fill in the blanks on the second page of the assignment. There will be 10 total questions the students will need to answer.
Lesson length	50 minutes

Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	<p>PowerPoint- no modifications made http://www.powershow.com/view/532c3-MzJkN/Thesis_Statements_powerpoint_ppt_presentation</p> <p>Learning, Lindsay Ann. "Login Teachers Pay Teachers." Login Teachers Pay Teachers. Lindsay Ann Learning, n.d. Web. 15 Nov. 2016.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to understand basic writing skills.
How will you address students who do not have this prior knowledge?	I will provide more examples similarly based off those in the PowerPoint and do those in a smaller group session after the PowerPoint for those who need it. They will have to complete the worksheet outside of class and come back with questions if they have any.
Materials for instruction (include rationale for why the materials are appropriate)	<p>Smart board for doing the PowerPoint and activities</p> <p>Worksheet for students to get practice and to use as a resource later on. Pencil and paper to do the questions on the PowerPoint</p>
Accommodations and modifications	All IEP modifications will be followed. Students will be provided with an e-copy of the PowerPoint and worksheet for those who need to type.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing	Students have to learn what words are used to create an effective thesis statement	Power point Paper and pencil for answering questions as a class	informal
7.5.W.1 Students will write using correct mechanics with a focus	Students will have to write their own thesis statements using the correct grammatical tools.	Worksheet Pencil and paper for filling out	informal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question- What are some areas you feel strong in during grammar practice? If you could get help in any area of grammar, what would it be? What makes it difficult for you?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any housekeeping business	Write their journals	

30 minutes	Go over the thesis PowerPoint and answer the question slides with students.	Label their paper based off the number on the slides and write in the answers to the questions from the PowerPoint	Teacher will show the answers to the questions after the class has decided as a group on an
			answer. (answers are on PP as well)
10 minutes	Provide the worksheet and go over the thesis formula Teacher will hold a small thesis workshop while others work for those who need it	Students will fill out the worksheet and turn it in at the end of class.	This will not go into the portfolio

Thursday

Daily Lesson Information

Lesson title	What is Alchemy?
Lesson Purpose/Rationale	The purpose of this lesson plan is to introduce students to our core text, <i>The Alchemist</i> . Many students have likely never heard of the term “alchemy” and do not know what it means to become an alchemist. This lesson is designed to spark their interest in the novel in order to have good discussion and participation in novel work.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will first begin by reading our nonfiction piece silently from NewsELA about the history of alchemy. For example, students will be reading about the origin of the practice and how it coincides with many other ideas from science. Students then will be asked to complete a quick write about their opinions on the matter. I will ask them to use at least one direct quote from the reading to incorporate in their writing. After, we will then conclude with a short, 2.5minute video. The video is a humorous while going over major plot themes and ideas that come from the text.

	Students then will be asked to discuss what they think will happen in the novel.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	<p>"From Alchemy to Chemistry: The Origins of Today's Science." Newsela From Alchemy to Chemistry: The Origins of Today's Science. N.p., n.d. Web. 15 Nov. 2016.</p> <p>MasonDiction Entertainment. "This Is Why You Should Read the Alchemist! (Review)." YouTube. YouTube, 01 Sept. 2014. Web. 15 Nov. 2016.</p> <p>Coelho, P., Coelho, P., & Clarke, A. (1993). <i>The alchemist</i>. San Francisco: HarperSanFrancisco.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic inferencing, reading and writing skills
How will you address students who do not have this prior knowledge?	I will allow students to discuss and help one another build ideas.
Materials for instruction (include rationale for why the materials are appropriate)	<p>News ELA handout-for the students to read silently and then write a reelection using evidence from the piece.</p> <p>Pencil & paper- for completing assignment</p> <p>Computer- to show video</p> <p>YouTube clip</p> <p><i>The Alchemist</i> book</p>
Accommodations and modifications	All IEP's will be followed. NewsELA reading will be based of the individuals reading level.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings	Students will discuss the text after watching the clip.	YouTube clip	informal
7.2.R.1 Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.	After students read the article they should reflect and should use at least on quote from the article	News ELA article Pencil paper	informal
7.2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.	The article they should reflect and should use at least on quote from the article	News ELA article Pencil paper	

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Question -Look at the map at the end of your book, what can you infer about the setting?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any housekeeping needs	Write in their journals	
15 minutes	Pass out the News ELA article	Silently read	Students may sit in any of the reading areas in the room or at their desk to complete readings.
10 minutes	Explain the quick write, set timer	Write about the nonfiction piece using a quote from the	For the quick write, students should use this
		reading. They should just write until time is up	time to express any ideas or questions they may have from the article. They may also discuss the ways in which alchemy plays a part of the novel. This is their exit ticket

3 minutes	Play the video	Watch	
12 Minutes	Facilitate discussion	Talk about what they think the novel is about.	Teacher should start the discussion off with the question, "Why would I have you read this book?"

Friday

Daily Lesson Information

Lesson title	Ready, get set, READ
Lesson Purpose/Rationale	In order to ensure students are taking the time to read their book, I am giving them in-class time every Friday to complete their assigned pages. If students do not finish their readings in this time, they will have to complete it outside of class. Students will also be asked to add to their reading
	strategy each week called, "the Alchemist Schema." I will demonstrate this activity on the board and then the students will recreate it on their own piece of paper and
	keep the chart as a running document until we have finished the book. The purpose of this is to make sure the students are not only reading, but also asking questions and comprehending as well. Students will turn in their charts at the end of class and I will hand them back the next week. This will be graded on if they did at least 5 sticky notes and not on content.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Using the "I do, we do, you do" demonstration, I will show students what their chart should look like and add an idea for them to include on their charts as well. Students will turn this in at the end of the unit and should have at least 15 sticky notes added by the end. This should be about 5 for each reading. Students will staple all pages together to keep track of their running document. Students will have to use their questioning and inferencing skills to complete the chart. After the chart has been taught, the students will use the remaining time to read silently.
Lesson length	50 minutes

Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	<p>Coelho, P., Coelho, P., & Clarke, A. (1993). The alchemist. San Francisco: HarperSanFrancisco.</p> <p>Awesome Anchor Charts. (n.d.). Retrieved November 15, 2016, from https://www.pinterest.com/pin/438538082436754784/</p> <p>I am using the chart the same way the original creator had, but just changed the title to the “Alchemist Schema,” instead of the “Bat Schema”.</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic inferencing, questioning, reading and writing skills
How will you address students who do not have this prior knowledge?	Students can work together on their charts as long as the two partners indicate whom they are working with.
Materials for instruction (include rationale for why the materials are appropriate)	<p>White board- for demonstrating the chart</p> <p>Pencil and paper- for the chart</p> <p>Sticky notes- for the chart</p> <p>The alchemist</p>
Accommodations and modifications	All IEP's will be followed. Students can create their charts on the computer if they print them out and bring them to class.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.	Students will read silently and have to use their context clues to understand the text.	<i>The Alchemist</i>	informal
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: setting, plot, characters (i.e., protagonist, antagonist) characterization theme, conflict	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Question: Do you believe omens really happen?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	
10 minutes	Use the “I do, we do, you do” model on the board and demonstrate what their Alchemist Schema should look like	Watch, and then fill out another section together	What we know: Santiago is going on a trip Questions we have: is he looking for buried treasure? Yes we were right: move the sticky note from question column to correct column
30 minutes	Help with any clarity issues students may have. Visually assess periodically if students are reading diligently	Read silently and fill out their Alchemist Schema’s while reading. This activity will be done each reading day and students will turn in their charts at the end of the book.	Students may sit in any of the reading areas in the room or at their desk to complete readings. Students will need to finish reading at home if they do not get through part one in class (to page 47)

Monday

Week 2

Daily Lesson Information

Lesson title	P.E.E.L the essay
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Lesson Purpose/Rationale	In this point of the unit, students are working towards understanding the structure of an academic essay because they will later be assigned to write one. "This activity is for students who have much difficulty trying to organize their ideas for an essay. It is meant to be an interactive mixture of notes as well as small group practice with a given topic" (Allen).
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will first begin by watching a video that shows three formulas for writing a five paragraph essay. This video also review the previous week lesson- the thesis statement. They then will work together to fill out a guided practice of outlining the essay. Students must first work on brainstorming a topic, then they move on to the "P.E.E.L" portion of writing. "Present your idea (topic sentence), Explain your idea, give an Example of your idea, and Leave the paragraph with a wrap-up (concluding sentence)" (Allen).
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	Allen, C. (n.d.). Plan specific details and examples to bulid meaningful body paragraphs. Retrieved from https://www.teacherspayteachers.com/FreeDownload/planspecific-detailsand-examples-to-bulid-meaningful-bodyparagraphs-1096774 Tips on WRITING. (n.d.). Retrieved November 15, 2016, from https://www.pinterest.com/pin/460633868107755256/

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have needed to be there for the previous week's lesson over developing a thesis statement.
How will you address students who do not have this prior knowledge?	I can quickly review the PowerPoint with those who weren't there while the others fill out their guided practice. Students may have to finish the guided reading outside of class if necessary.

Materials for instruction (include rationale for why the materials are appropriate)	Computer- to show clip YouTube clip- for review and introduction to lesson. P.E.E.L practice sheet- to work on the formula to writing an academic essay Writing utensil- to fill out practice sheet
Accommodations and modifications	All IEP modifications will be made. Students who need extra help can work in groups while filling out the practice sheet.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will identify main ideas and topic sentences about a given prompt.	P.E.E.L practice sheet	Informal
7.3.W.4 Students will show relationships among the claim, reasons, and evidence.	Students will build their topic sentences	P.E.E.L practice sheet	Informal
7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.	Students will write their thesis statements and claims using correct grammatical tools	P.E.E.L practice sheet	Informal

7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.	Students will identify main ideas and topic sentences about a given prompt and will write over it using their own ideas.	P.E.E.L practice sheet	Informal
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question: If you could write a paper over anything that interests you, what would it be? Why?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals	
12 minutes	Play video	Watch video and take notes over information they find useful for their own writing.	
2 minutes	Set timer	Brainstorm their ideas and put them in the brainstorm box.	If you were chosen to be principal for a day, what types of decisions would you make for our school?

6 minutes	Go over the P.E.E.L practice sheet blanks	Work together as a class to fill out the blanks	Blanks don't have to be exactly like the answers in the key, but similar.
5 minutes	Fill out the first P.E.E.L paragraph box with the class using a common idea the class came up with. Teacher	Fill out their first box mirroring the teachers example.	
	will come up with the three points.		
15 minutes	Help with any lingering questions and visually assess their work.	Fill out the remaining boxes in pairs of their choice.	

Tuesday

Daily Lesson Information

Lesson title	<i>The Lady or the Tiger</i>
Lesson Purpose/Rationale	The purpose of this lesson is to introduce the students to a short story that deals it many of the themes that go on in the class novel. Themes such as being faced with an obstacle and needing to make a choice are shown in the piece and students are allowed to decide on the ending, allowing them to put thought in the characters actions and relate that to <i>The Alchemist</i> . This lesson also allows the students to work on vocabulary building.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin by working on a quizlet made up of words that come from the reading that they are likely not familiar with. As a class, we will go over the words while students write down the words with the definitions. They then will play the matching game one time through as a class like and informal review. Students then well use the remaining time to read their story and do a quick write over their predictions for the ending and how the story relates to our in-class novel.
Lesson length	50 minutes
Grade level and course	7 th grade language arts

Source of lesson plan and how I modified it	Andrews, C. (2016). The lady or the tiger vocab. Retrieved from https://quizlet.com/167784094/the-lady-or-the-tiger-vocab-flashcards/ <i>Short Stories: The Lady Or The Tiger? by Frank Stockton. (n.d.). Retrieved November 15, 2016, from http://www.eastoftheweb.com/short-stories/UBooks/LadyTige.shtml</i>
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Daily Lesson Plan Summary

Prior knowledge needed for success	Basic reading, writing and prediction skills. Students will also have needed to read the first part of the novel.
How will you address students who do not have this prior knowledge?	They can get with a partner and discuss the relationship between the novel and the short story.
Materials for instruction (include rationale for why the materials are appropriate)	Quizlet- to review vocab Computer- to show quizlet Short story handout- for class to read out loud together Writing utensil & paper- for vocab work and quick write
Accommodations and modifications	All IEP modifications will be made. Students who have reading difficulty can have handout with highlighted words from the vocab work so they can identify the words meaning more efficiently.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view,	Students will do a quick write explain their ending of the story.	<i>The Lady or the Tiger</i> short story	informal

conflict , dialogue, and sensory details to convey experiences and events.			
7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in gradelevel literary and/or informational texts.	After writing their ending, students will discuss how this relates to the in class novel.	The <i>Lady or the Tiger</i> short story	informal
7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will work on vocabulary from the story and will have to understand the meaning of the words when they read.	Vocab/quizlet The Lady or the Tiger short story	informal
7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual	After writing their ending, students will discuss how this relates to the in class novel.	The <i>Lady or the Tiger</i> short story	informal
evidence to draw simple logical conclusions.			

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question: When you are faced with a decision, what steps do you take to make your final choice?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals	
12 minutes	Go over the quizlet with the vocabulary words. First, using the flashcard option on the site, let the students review by seeing the words and make a guess	Guess the meaning of the word, record the actual definition, and then play the matching game as a class.	
	by raising a hand and the teacher will go over answers. Then, they will see the answer and write it down. Secondly, go back over by playing the matching game on the site and let each student make a match.		

20 minutes	Follow along while the students read	Students will popcorn read together	
8 minutes	Set timer and let students do their quick write over their predictions and associations with the novel	Write	This is their exit ticket

Wednesday & Thursday

Daily Lesson Information

Lesson title	Get LIT
Lesson Purpose/Rationale	For the portfolio, the students will be asked to write their own slam poetry that will either be recorded and shown on reveal day, or they will read their poems in front of the class on reveal day. The purpose of this activity is for students to explore a passion and write about it. Their slam poetry should reflect something significant in their lives; what makes this who you are; what choices lead you to become passionate about this? This activity should push students to
	better understand inflection and tone and is a way to express and understand who they are as an individual.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will watch several videos from an LA program called, "Get Lit." This should inspire students to want to create slam poetry and an expression of who they are and what they believe in. Students will need to write their poem and preform it or have a recorded version on portfolio reveal day. Students will be put into groups in order for them to work together and to help each other, but will still need to write their own. They will also have to perform in front of their group for practice. Students will need to understand inflection and tone while writing so they will use the Tone Map handout for help. They will use all of class time on the following day, Thursday , to complete the assignment.
Lesson length	50 minutes
Grade level and course	7 th grade language arts

Source of lesson plan and how I modified it	<p>Lesson Plan: The tone Map - poetryoutloud.org. (n.d.). Retrieved November 15, 2016, from http://www.poetryoutloud.org/uploads/documents/Tone-MapTerms.pdf</p> <p>A Student Named Art. (n.d.). Retrieved November 15, 2016, from https://vimeo.com/161716509</p> <p>This week Forest Hill Collegiate Institute. (n.d.). Retrieved November 15, 2016, from http://fhci.net/?q=node/578</p> <p>Q. (2014). Changing the World, One Word at a Time! The Queen Latifah Show. Retrieved November 15, 2016, from http://www.youtube.com/watch?v=YshUDa10JYY</p> <p>ELA, N. (2015). Poetry Slam Freebie. Retrieved November 15, 2016, from https://www.teacherspayteachers.com/Product/PoetrySlam-Freebie-1781607</p>
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Daily Lesson Plan Summary

Prior knowledge needed for success	reading and writing skills in poetry
How will you address students who do not have this prior knowledge?	The teacher, according to ability, will pair up students and they can help each other.
Materials for instruction (include rationale for why the materials are appropriate)	<p>Computer- to show clip</p> <p>YouTube clip- for review and introduction to lesson. Tone packet- for students to understand what tones are used in each slam</p> <p>Worksheet- to do while watching videos</p> <p>Writing utensil- to complete assignment</p>
Accommodations and modifications	All IEP modifications will be made. Teacher will assign groups of three based off writing needs. One strong, one in the middle, and one weak or two middle level students with a weak one.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.1.R.2 Students will actively listen and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Students will watch the clips from other poetry slams and determine their meaning and repetitions. They will also fill out	Get Lit program YouTube Clips Spoken word worksheet	Formal grade worksheet
7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.	Students will discuss the poetry and will help each other while writing their own poems.	Get Lit program YouTube Clips	informal
7.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	Students will write their own slam poetry	Paper and pencil	informal
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	They will have the option to record their slam poetry or read it in front of the class and put it in their portfolio.	Outline of poem Device for recording (if they should wish to record)	formal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit?	Journal question (Wednesday): What is your experience with slam poetry? Thursday: Now that you understand what slam poetry is, do you think that if we started a slam poetry club in our school, do you think our students would be interested? Why or why not?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals	
6 minutes	Start off discussion by asking if they have ever experienced or participated in slam or spoken poetry. If students have, ask them to briefly talk about their experiences. If no one has, ask them to talk about what they think it is and if it should be more prevalent in schools.	Discuss	
2 minutes	Pass out spoken word sheet 1.) Fill out the first box after watching the first clip and second clip with	Read over what the boxes are asking	

	the second box and so on.		
10 minutes	Play first two videos First, the clip, "changing the world one word at a time" then, "a students named art"	Watch video and fill out the spoken word worksheet	
10 minutes	Pass out the Tone map packet and go over. Read thorough with students and allow for questions.	Ask any questions	Have students discuss the contrasting tones they hear from the first two videos

7 minutes	Play third video	Fill out third box making sure to pay close attention to the speakers' tones and writing them down	Pay particular close attention to middle speaker. (He works with tone well)
5 minutes	Assign groups	Get with group to see whom they are working with.	Students will help each other write, as well preform in front of each other for practice on portfolio reveal day
10 minutes	Go over any housekeeping things	Write in their journals	
40 minutes	Assist with writing when necessary	Get with groups and begin writing. If they finish writing, preform for groups.	Allow students go about the room, hallway or library to work on performances.

Friday

Daily Lesson Information

Lesson title	Ready, get set, READ
Lesson Purpose/Rationale	<p>In order to ensure students are taking the time to read their book, I am giving them in-class time every Friday to complete their assigned pages. If students do not finish their readings in this time, they will have to complete it outside of class.</p> <p>Students will also be asked to add to their reading strategy each week called, "the Alchemist Schema." I will demonstrate this activity on the board and then the students will recreate it on their own piece of paper and keep the chart as a running document until we have finished the book. The purpose of this is to make sure the students are not only reading, but also asking questions and comprehending as well. Students will turn in their charts at the end of class and I will hand them back the next week. This will be graded on if they did at least 5 sticky notes and not on content.</p>

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	<p>Students will continue reading silently around the room. They will need to have completed pages 51-104 by the end of next week if they do not finish in the designated time.</p> <p>Students will continue to work on their Alchemist Schema chart and turn it in at the end of the period. Students can ask for their chart at any time to add more sticky notes if they have to do outside of class reading, but they cannot take it home. They should write their sticky notes out and bring them to class to put on the chart. They should have at least 10 sticky notes on their chart before the following Friday. Students will staple all pages together to keep track of their running document. Students will have to use their questioning and inferencing skills to complete the chart.</p>
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	<p>Coelho, P., Coelho, P., & Clarke, A. (1993). <i>The alchemist</i>. San Francisco: HarperSanFrancisco.</p> <p>Awesome Anchor Charts. (n.d.). Retrieved November 15, 2016, from https://www.pinterest.com/pin/438538082436754784/</p> <p>Coelho, P., Coelho, P., & Clarke, A. (1993). <i>The alchemist</i>. San Francisco: HarperSanFrancisco</p> <p>I am using the chart the same way the original creator had, but just changed the title to the "Alchemist Schema," instead of the "Bat Schema".</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic inferencing, questioning, reading and writing skills
How will you address students who do not have this prior knowledge?	Students can work together on their charts as long as the two partners indicate whom they are working with.
Materials for instruction (include rationale for why)	<p>Pencil and paper- for the chart</p> <p>Sticky notes- for the chart</p> <p>The alchemist</p>

the materials are appropriate)	
Accommodations and modifications	All IEP's will be followed. Students can create their charts on the computer if they print them out and bring them to class.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.	Students will read silently and have to use their context clues to understand the text.	<i>The Alchemist</i>	informal
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: setting, plot, characters (i.e., protagonist, antagonist) characterization theme, conflict	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal

Today's Essential Question(s) and/or Anticipatory Set

<p>What essential question(s) guide(s) this lesson plan and/or unit?</p> <p>What anticipatory set are you presenting to engage the students?</p>	<p>Journal Question: Reading reflection- How do you feel about the book thus far? What do you not like?</p>
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	
40 minutes	Help with any clarity issues students may have. Visually assess periodically if students are reading diligently	Read silently and fill out their Alchemist Schema's while reading. This activity will be done each reading day and students will turn in their charts at the end of the book.	<p>Students may sit in any of the reading areas in the room or at their desk to complete readings.</p> <p>Students will need to finish reading at home if they do not get through part one in class</p>

Daily Lesson Information

Week 3

Monday

Lesson title	O Me! O Life!
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Lesson Purpose/Rationale	The purpose of this lesson plan is to help students build a connection to the poem by Walt Whitman, "O me! O Life!" because it has many of the same elements of life, decisions and perception as our in class novel. This poem will be easy for the class to write a compare and contrast essay after this lesson breaks down the meaning and ideas behind the poem.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin by reading the poem silently and then together as a class to appeal to all learning styles. The class then will go over the TedEd lesson plan comparing the poem and "The Dead Poets Society" scene where Whitman's poem is read. After, they will answer two follow up questions and turn them in at the end of the class. This will prepare students for the next activity, which is an essay they will complete the following day.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	O Me! O Life! by Walt Whitman Poetry Foundation. (n.d.). Retrieved November 15, 2016, from https://www.poetryfoundation.org/poems-and-poets/poems/detail/51568
	Evain, C. (n.d.). What will your verse be? from "Dead Poet Society" Retrieved from http://ed.ted.com/on/t2TdJDrc#finally

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic understanding of poetry
How will you address students who do not have this prior knowledge?	This will be completed as a class, so if students need help they are able to ask during discussion, or they can ask questions independently once the class moves on to questions 1 and 2.
Materials for instruction (include rationale for why the materials are appropriate)	TedEd lesson plan- for class to do together. "O me! O Life!" poem- to do a close reading Writing utensil & paper- to copy questions and answers
Accommodations and modifications	All IEP modifications will be made.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	After reading the poem and watching the clip, Students will answer questions 1-8 orally from the lesson plan. They then will move on and write down their answers to 1 and 2 in the next section.	TedEd lesson plan	informal
7.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings	Students will answer questions 1-8 orally from the lesson plan.	TedEd lesson plan	informal
7.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts	Students will answer questions 1-8 orally from the lesson plan. They then will move on and write down their answers to 1 and 2 in the next section.	TedEd lesson plan	informal

7.7.R.1 Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, nonverbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.	Students will answer questions 1 and 2 from the lesson plan and turn them in at the end of class	TedEd lesson plan	formal
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question (Monday): When my teacher assigns poetry, I feel...
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals.	

10 minutes	Pass out the poem Pick a volunteer to read aloud after students have read through once silently.	Read the poem silently. Then, students will volunteer to read out loud one time through	This is to help appeal to all learning styles
2 minutes	Play YouTube clip from, "Dead Poets Society" on the TedEd lesson plan	Watch clip	
18 minutes	Go over the questions 1-8 on the "Think" tab. Fill out answers with the class so they can see and understand how to dig deeper into the poem.	Write answers on a piece of paper.	
10 minutes	Click the "And Finally" tab and read the question aloud to the class. Only read 2 and 3.	On the same paper, Students will answer on their own 2 and 3 and turn in at the end of class	"2.Compare the teacher's (Keating's) quoting of a poem to the original poem 3.How does Keating's quote help us understand the structure and the message of the original poem?"

Tuesday

Daily Lesson Information

Lesson title	Coelho vs. Whitman
Lesson Purpose/Rationale	The purpose of this assignment is for students to work with the novel and the poem to create a comparison discussing central themes from both pieces.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be asked to write an in class two page paper discussing the themes they see in both <i>The Alchemist</i> and the poem. They can use the information they learned from the previous class or they can draw upon new ideas. Students should follow the rubric while writing to ensure an A paper. This is an in class writing assignment, but if they do not finish, students will have to complete outside of class and turn in by Friday .
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	O Me! O Life! by Walt Whitman Poetry Foundation. (n.d.). Retrieved November 15, 2016, from https://www.poetryfoundation.org/poems-andpoets/poems/detail/51568

Daily Lesson Plan Summary

Prior knowledge needed for success	Mondays lesson over the Whitman's poem.
How will you address students who do not have this prior knowledge?	Students will be given a handout with the questions and answers the class came up with in the previous class. I will spend some time explain what we did on Monday and show them the clip.
Materials for instruction (include rationale for why the materials are appropriate)	Pencil and paper- for the paper or computer to type The alchemist The poem
Accommodations and modifications	All IEP's will be followed. Students have the option to use computers to type. They will also be graded based off the rubrics 3 rd category and not the 4 th .

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
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7.7.R.1 Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, nonverbal, and interactive texts to generate and answer literal,	Students will write and compare and contrast essay in class over the poem and The Alchemist	“O me! O Life!” Poem The Alchemist	formal
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interpretive, and applied questions to create new understandings.			
7.8.W.2 Students will write independently over extended periods of time	Students will write and compare and contrast essay in class over the poem and <i>The Alchemist</i>	“O me! O Life!” Poem <i>The Alchemist</i>	formal
7.3.R.6 Students will analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/evidence) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.	Students will write and compare and contrast essay in class over the poem and The Alchemist	“O me! O Life!” Poem The Alchemist	formal
7.3.W.4 Students will show relationships among the claim, reasons, and evidence.	Students will write and compare and contrast essay in class over the poem and The Alchemist	“O me! O Life!” Poem The Alchemist	formal
7.5.W.1 Students will write using	Students will write and compare and contrast	“O me! O Life!” Poem	Formal

correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.	essay in class over the poem and The Alchemist	The Alchemist	
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Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Question: Have you ever had to do something you did not want to? Did it paid off in the end? What was it?
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Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	
5 minutes	Go over the assignment <ul style="list-style-type: none"> Students will write and compare/contrast 	Ask any questions	If they do not finish, they may take it home to work on and it is due Friday.

	essay discussing the themes in the poem and in our book. Use rubric as a guideline while writing.		
35 minutes	Assist with any needs	Write essay	

Wednesday

Daily Lesson Information

Lesson title	Use that word!
Lesson Purpose/Rationale	The purpose of this lesson is to get students prepared for their final writing assignment. Today will be used as a prep day for the upcoming week as the students get ready for portfolio reveal day.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin by working on a quizlet made up of words that will help them write their final papers. Just like week two, we will review words. As a class, we will go over the words while students write them down with the definitions. They then will play the matching game one time through as a class like an informal review. Students then will be asked to use the word in a sentence. Finally, I will go over the requirements for the finally paper and the reveal day expectations. And then student will use the rest of the time planning their essay using the P.E.E.L technique they learned last week. Present your idea (topic sentence), Explain your idea, give an Example of your idea, and Leave the paragraph with a wrap-up
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	The alchemist https://quizlet.com/_2s4jgy https://www.flocabulary.com/7th-grade-vocabulary-word-list/

Daily Lesson Plan Summary

Prior knowledge needed for success	Ability to identify and use 7 th grade common spelling words. Basic writing skills for sentence creating. The P.E.E.L technique learned last week when building a body
How will you address students who do not have this prior knowledge?	Students who are below average on vocabulary maybe paired together to work through their sentences. They may not, however, turn in the same sentences. I will also provide the P.E.E.L handout.
Materials for instruction (include rationale for why the materials are appropriate)	Prezi for words Pencil and paper- for copying words and for writing their outlines. Handouts for the upcoming project and portfolio reveal.
Accommodations and modifications	All IEP's will be followed. Students will only have to write 10 of the words in a sentence.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.W.5 Students will use resources to find correct spellings of words	Students will write sentences using the words on the quizlet	Quizlet words	informal
7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.	Students will work on vocabulary from the story and will have to understand the meaning of the words when they read.	Quizlet words	informal

7.4.R.1 Students will increase knowledge of academic, domainappropriate, gradelevel vocabulary to infer meaning of gradelevel text.	Students will write sentences using the words on the quizlet	Quizlet words	informal
7.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	Students will write sentences using the words on the quizlet	Quizlet words	formal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you	Journal Question: What are some ways that you like to study spelling words?
presenting to engage the students?	

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	

15 minutes	<p>Go over the quizlet with the vocabulary words.</p> <p>First, using the flashcard option on the site, let the students review by seeing the words and make a guess by raising a hand and the teacher will go over answers. Then, they will see the answer and write it down.</p>	<p>Guess the meaning of the word, record the actual definition, and then play the matching game as a class.</p>	
	<p>Secondly, go back over by playing the matching game on the site and let each student make a match.</p>		
10 minutes	<p>Visually assess while students write</p>	<p>Write a sentence for each of the words from the quizlet. Turn in the assignment before class ends.</p>	
5 minutes	<p>Pass out rubric for the assignment.</p> <p>Students need to write a 2 page book report over <i>The Alchemist</i>. They will have an in class workday the following day.</p>	<p>Look over rubric</p>	

10 minutes	Assign students to outline their thesis statements and think about their body paragraphs	Work on thesis statement and think about body paragraph outline	
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Thursday

Daily Lesson Information

Lesson title	Getting to Work
Lesson Purpose/Rationale	The purpose of today's class is for students to have time in class to begin writing their final paper over the novel <i>The Alchemist</i> . This will be their final assignment working with the book. Students will be expected to finish what they do not get done in class at home and turn it in by Thursday of next week.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Now that the students have completed the book, This paper should be a well thought out reflection over the plot and themes the student picked up on while reading. Themes they may include, but are not limited to choice, destiny, journeys, love, and omens. They should talk about characters and use at least one citation in their report to give textual evidence. This paper should be at least two pages in length and use proper grammatical tools, have a clear thesis and at least three body paragraphs.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	The Alchemist

Daily Lesson Plan Summary

Prior knowledge needed for success	Previous grammar lessons from the unit.
who do not have this prior knowledge?	I can hold a small group review for those who need extra help

Materials for instruction (include rationale for why the materials are appropriate)	Coelho, P., Coelho, P., & Clarke, A. (1993). <i>The alchemist</i> . San Francisco: HarperSanFrancisco
Accommodations and modifications	All IEP's will be followed. Students on an IEP who struggle with writing must complete a one page paper report.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will write a report over <i>the Alchemist</i>	<i>The Alchemist</i>	formal
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work: setting, plot, characters (i.e., protagonist, antagonist) characterization theme, conflict	Students will write a report over the Alchemist	<i>The Alchemist</i>	formal
7.3.W.2 Students will compose essays and reports about topics, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure and a formal style	Students will write a report over the Alchemist	<i>The Alchemist</i>	formal

7.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	Students will write a report over the Alchemist	<i>The Alchemist</i>	formal
7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism	Students will write a report over the Alchemist	<i>The Alchemist</i>	Formal
7.6.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.	Students will write a report over the Alchemist	<i>The Alchemist</i>	formal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Question: Do you think omens really exist? Why or why not?
---	---

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	
40 minutes	Help students write and answer questions	Work on paper	

Friday

Daily Lesson Information

Lesson title	Ready, get set, READ
Lesson Purpose/Rationale	In order to ensure students are taking the time to read their book, I am giving them in-class time every Friday to complete their assigned pages. If students do not finish their readings in this time, they will have to complete it outside of class. Students will also be asked to add to their reading strategy each week called, "the Alchemist Schema." I will demonstrate this activity on the board and then the students will recreate it on their own piece of paper and keep the chart as a running document until we have finished the book. The purpose of this is to make sure the students are not only reading, but also asking questions and comprehending as well. Students
	will turn in their charts at the end of class and I will hand them back the next week. This will be graded on if they did at least 5 sticky notes and not on content. Today is also mid portfolio check .

Lesson description (include concepts and skills and where this	Students will continue reading silently around the room. They will need to have completed pages 104-167 by the end of next week if they do not finish in the designated time. Students will continue to work on their Alchemist Schema chart and turn it in at the end of the period. Students can ask for their chart at any time to add more sticky notes if they have to
lesson fits within the curriculum)	do outside of class reading, but they cannot take it home. They should write their sticky notes out and bring them to class to put on the chart. They should have at least 1 sticky notes on their chart before the following Friday. Students will staple all pages together to keep track of their running document. Students will have to use their questioning and inferencing skills to complete the chart. Today is also mid portfolio check teacher will go around and visually assess what the students have completed thus far. They should have at least one creative writing done and some work on their academic paper.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	<p>Awesome Anchor Charts. (n.d.). Retrieved November 15, 2016, from https://www.pinterest.com/pin/438538082436754784/</p> <p>Coelho, P., Coelho, P., & Clarke, A. (1993). The alchemist. San Francisco: HarperSanFrancisco</p> <p>I am using the chart the same way the original creator had, but just changed the title to the "Alchemist Schema," instead of the "Bat Schema".</p>

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic inferencing, questioning, reading and writing skills
How will you address students who do not have this prior knowledge?	Students can work together on their charts as long as the two partners indicate whom they are working with.
Materials for instruction (include rationale for why	<p>Pencil and paper- for the chart</p> <p>Sticky notes- for the chart</p> <p>The alchemist</p>

the materials are appropriate)	
Accommodations and modifications	All IEP's will be followed. Students can create their charts on the computer if they print them out and bring them to class.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.	Students will read silently and have to use their context clues to understand the text.	<i>The Alchemist</i>	informal
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal
7.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:	Students will have to fill out their charts using the main idea and details to answer their posing questions	<i>The Alchemist</i> Alchemist schema chart	informal
setting, plot, characters (i.e., protagonist, antagonist) characterization theme, conflict			

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal Question: Reading reflection- How do you feel about the book thus far? What do you not like?
--	---

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 minutes	Go over any house keeping things	Write in their journals	
40 minutes	Today is mid portfolio check. teacher will go around and visually asses what the students have completed thus far. They should have at least one creative writing done and some work on their academic paper.	Read silently and fill out their Alchemist Schema's while reading. This activity will be done each reading day and students will complete their charts at the end of the book.	Students may sit in any of the reading areas in the room or at their desk to complete readings. Students will need to finish reading at home if they do not get through part one in class

Daily Lesson Information

Week 4

Monday

Lesson title	In text citations
Lesson Purpose/Rationale	Today's lesson is to help students with their required in text citation for their report that is due later this week. Students will need to know how to correctly quote and paraphrase while giving credit to the author.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will begin by watching a YouTube clip over the importance of in text citations. They will see how they are supposed to look and how they come up with the bibliographies at the end. Student's then will work on a work sheet and turn it in at the end of the day. Because students had less time this week to read their assigned pages, they will have a little of class time to read at the end of the lesson.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	E. (2014). What Are In-Text Citations? Retrieved November 15, 2016, from http://www.youtube.com/watch?v=R5igNRmKLug How to Use In-Text Citations in MLA Format Worksheet. (n.d.). Retrieved November 15, 2016, from http://www.write.com/writing-
	guides/style-guide-writing/mla/how-to-use-in-text-citations-inmlaformat/how-to-use-in-text-citations-in-mla-format-worksheet/ Coelho, P., Coelho, P., & Clarke, A. (1993). The alchemist. San Francisco: HarperSanFrancisco.

Daily Lesson Plan Summary

Prior knowledge needed for success	Basic writing skills
How will you address students who do not have this prior knowledge?	Students can work together on worksheets
Materials for instruction (include rationale for why	Writing utensil- to fill out practice sheet

the materials are appropriate)	
Accommodations and modifications	All IEP modifications will be made. Students who need extra help can work in groups while filling out the practice sheet.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.3.W.4 Students will show relationships among the claim, reasons, and evidence.	Students will work on the citation worksheet	worksheet	informal
7.4.R.1 Students will increase knowledge of academic, domainappropriate, grade-level vocabulary to infer meaning of gradelevel text.	Students will work on the citation worksheet	worksheet	informal
7.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.	Students will work on the citation worksheet	worksheet	informal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question: what do you know about copyright?
--	--

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals.	
10 minutes	Play YouTube Clip and discuss	Watch and discuss	
15 minutes	Pass out worksheet	Fill out worksheet	
15 minutes	Help students	Read or work on paper	

Daily Lesson Information Monday

Lesson title	Storyboard that!
Lesson Purpose/Rationale	The purpose of this lesson is to allow students to reflect on the novel now that they have read it all the way through. Students will build a storyboard with at least four boxes explaining some of the major events that took place in the text. This should help them explore events and allow for a better understanding for the final paper.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will use classroom laptops to create their storyboards. The storyboards should have at least four boxes illustrating major events that took place in <i>The Alchemist</i> . Students may also use direct dialogue or complete sentences to help explain the illustration. They will submit a link to the teachers email for the teacher to look over and grade. Storyboards will be graded on if the criteria was met.
Lesson length	50 minutes
Grade level and course	7 th grade language arts

Source of lesson plan and how I modified it	Skilaura, M. (2015, December 10). The Alchemsit storyboard. Retrieved from http://www.storyboardthat.com/storyboards/magerowskilaura/thealchemsit-storyboard
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Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have needed to read the book in its entirety.
How will you address students who do not have this prior knowledge?	Students can get with a partner to go over the major events in the book,
Materials for instruction (include rationale for why the materials are appropriate)	Computer- to create the storyboard The book- to help guide the students
Accommodations and modifications	All IEP modifications will be made. Students who need extra help can complete the storyboard with 3 boxes

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Students will create storyboards reflecting major events from the story	Computer Storyboard that builder <i>The Alchemist</i>	informal
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence	Students will create storyboards reflecting major events from the story	Computer Storyboard that builder <i>The Alchemist</i>	informal

7.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.	Students will create starboards reflecting major events from the story	Computer Storyboard that builder <i>The Alchemist</i>	informal
7.7.W.1 Students will select, organize, or create multimodal content to complement and extend meaning for a selected topic.	Students will create starboards reflecting major events from the story	Computer Storyboard that builder <i>The Alchemist</i>	informal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question: Will Santiago and Fatima ever meet again? Why or why not?
--	--

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals.	

2 minutes	Explain assignment <ul style="list-style-type: none"> You will create a 	Ask questions	
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	storyboard with at least four boxes depicting major events that happened in the book. These should reflect the beginning, middle and end. You may use direct quotes and descriptions to help better reflect the novel. You will send the link to the teacher email		
3 minutes	Show example, read through and discuss what they did in their storyboard.	Look at example	
35 minutes	Help with any technological issues as well as clarification needs	Work on storyboards	These are due by the end of class

Wednesday

Daily Lesson Information

Monday

Lesson title	Portfolio workshop
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Lesson Purpose/Rationale	Throughout the unit, students have been building a creative portfolio over <i>the Alchemist</i> and our themes essential question , “Think back to a few moments where you had to make a decision. What impact did it have on your life? What did you take away from it?” In our novel, we see Santiago going through his journey to become who the universe is conspiring him to be. Students are faced with choices every day that influence their life’s course. The purpose of this unit is to give students the opportunity to reflect upon an event that seemed trying during the event, but later taught the student an important lesson in which helped shape who they are. This is all about the act of self-discovery and self-reflection.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Today students will be given the rubric of the expectations I have set for their portfolio reveal. We will go over what will be asked of them to present and they will spend the remainder of the time working on their presentation and finishing any loose ends. Their portfolio presentation should include their video journal, a reading of their Get Lit slam poetry, and choose to discuss either the compare and contrast essay or the final paper. Students will not read the paper in its entirety, but simply give bullet points highlighting key points and ideas the student came up with.
Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	6th grade research paper presentation. (n.d.). http://image.slidesharecdn.com/researchpaperpresentationrubric130113142108phpapp01/95/research-paper-presentation-rubric-1-638.jpg?cb=1358086903

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have needed to go through the portfolio building process
How will you address students who do not have this prior knowledge?	Depending on where they are at in the process, they will go by different standards

Materials for instruction (include rationale for why the materials are appropriate)	Video journal- to review Get lit slam poetry- to practice reading Either essay to break down and give a summary
Accommodations and modifications	All IEP modifications will be made. Students who need extra help can work in groups to work through presentation issues.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Present portfolio	All components needed for portfolio	formal
7.3.W.4 Students will show relationships among the claim, reasons, and evidence.	Present portfolio	All components needed for portfolio	formal
7.6.W.4 Students will summarize and present information in a report.	Present portfolio	All components needed for portfolio	formal
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence	Present portfolio	All components needed for portfolio	Formal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question: what areas do you need help in most when preforming a presentation?
--	--

Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals.	
10 minutes	Go over portfolio expectations see rubric	Ask questions	
30 minutes	Help with any questions	Build portfolio and practice presentation with Get Lit groups	Groups from week 3

Thursday & Friday

Daily Lesson Information

Monday

Lesson title	Portfolio Reveal day!
Lesson Purpose/Rationale	Today is the day we have been waiting for all semester. The students will spend the two final days of the unit presenting their portfolio.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	While the students present their portfolios, others will be give feed back on at least 3 people from the day. Their feedback must include two things they liked about the presentation and one question they have. They will write these three on a piece of paper, hold on to it for the next class and do the same thing again. Students will turn their reviews in on Friday at the end of class. This will be their exit ticket.

Lesson length	50 minutes
Grade level and course	7 th grade language arts
Source of lesson plan and how I modified it	Chloe Andrews. 2016. Dr. Witte. CIED 4713. Oklahoma State university.

Daily Lesson Plan Summary

Prior knowledge needed for success	Students will have needed to go through the unit in order to present.
How will you address students who do not have this prior knowledge?	They will not present, but will still give their feedback to three people.
Materials for instruction (include rationale for why the materials are appropriate)	Presentation content Computer to show class video journal
Accommodations and modifications	All IEP modifications will be made.

Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
7.2.R.3 Students will paraphrase main ideas with supporting details in a text	Present portfolio	All components needed for portfolio	formal

7.3.W.4 Students will show relationships among the claim, reasons, and evidence.	Present portfolio	All components needed for portfolio	formal
7.6.W.4 Students will summarize and present information in a report.	Present portfolio	All components needed for portfolio	formal
7.7.W.2 Students will utilize multimedia to clarify information and strengthen claims or evidence	Present portfolio	All components needed for portfolio	formal

Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Journal question (Thursday): If you could meet the Author, Paulo Coelho, what would you say to him? Friday: What was your favorite part of the unit?
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Today's Minute by Minute (Tick Tock)

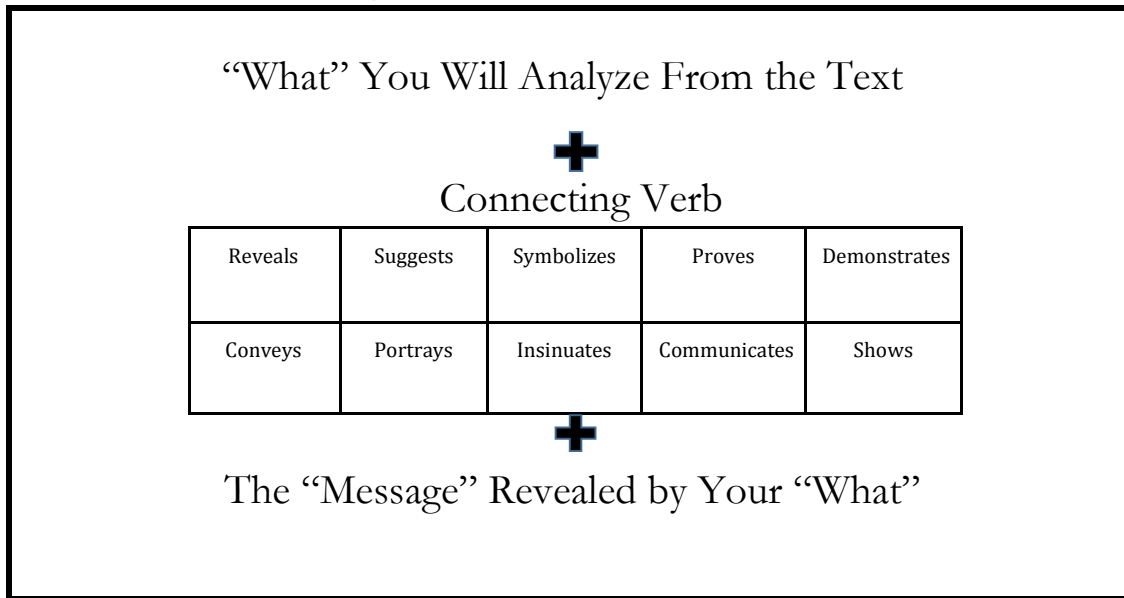
Time (minutes)	The teacher will...	The students will....	Additional information...
10 Minutes	Go over any housekeeping things	Write in their journals.	

40 minutes	Watch presentations and take notes	Present and give feedback to three classmates. Feedback should include two things you liked and one question you have.	Friday repeats this
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Appendix A

<https://newsela.com/articles/BHP-U3-2-AlchemyChemistry/id/3560/>

Appendix B Analytical Thesis Statement Pattern



Examples

In “The Lord of the Flies,” the boys’ behavior *reveals* that human nature is both civil and savage.

“What” You Will Analyze From the Text



Connecting Verb

Reveals	Suggests	Symbolizes	Proves	Demonstrates
Conveys	Portrays	Insinuates	Communicates	Shows



The “Message” Revealed by Your “What”

Analytical Thesis Statement Pattern

Directions:

For each thesis statement below, circle whether it is effective or ineffective. Then, explain the reasons for your thinking.

1. The word “beastie” symbolizes fear.

(Effective / Ineffective) because....

2. In “The Lord of the Flies,” the author’s word choice establishes a dark and depressing tone.

(Effective / Ineffective) because....

3. Golding’s inclusion of the death “game” foreshadows the death of Simon.

(Effective / Ineffective) because....

4. The author conveys that society is evil.

(Effective / Ineffective) because....

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4

Close Reading Sentence Stems

Here are some ways to phrase your sentences so that they lead to deeper meaning and connections between details:

•The author's use of _____ suggests that...

•On a surface level... On a connotative level, however, ...

•The connotative meaning of _____ suggests... •One may infer

from _____ that _____...

•One associates _____ with _____ ...

- The context here implies...
- Joining these details together, one realizes...
- Overall, these details lead to the conclusion that...
- This connects back to _____ because...

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Appendix C

<http://pinkmonkey.com/dl/library1/digi506.pdf>

Appendix D

The Tone Map

As students learn to name the tones of voice that the poem moves through, they will learn to describe mixed emotions, such as “sweet sorrow,” and to distinguish subtle shifts in tone and mood. They will build their vocabulary of feeling, train

their emotional intelligence, and prepare themselves to speak more accurately and confidently about any piece of writing or work of art.

Learning Objectives

In this lesson, students will have opportunities to:

- Listen to poems being recited, with an ear to how the performer has adopted different tones of voice over the course of the performance
- Mark, visually, where and when those shifts of tone occurred
- Use a rich and varied tone vocabulary to name each shift in tone, looking up words they do not know
- Practice “mapping” a poem on their own, in a precise and nuanced way
- Write instructions to a classmate on how he or she should recite the poem, with evidence to support why this series of tones of voice is correct

The Tone List

Here is a list of tones that students may find in poems. It is not comprehensive, and students should be encouraged to add to it as needed. abashed abrasive abusive acquiescent accepting acerbic

The Tone List

Here is a list of tones that students may find in poems. It is not comprehensive, and students should be encouraged to add to it as needed. abashed abrasive abusive acquiescent

accepting acerbic admiring adoring

affectionate

aghast allusive

amused angry

anxious

apologetic

apprehensive

approving

arch ardent

argumentative

audacious

awe-struck

bantering

begrudging

bemused

benevolent

biting bitter

blithe boastful

bored brisk

bristling

brusque

calm

candid

caressing
caustic
cavalier
childish
child-like
clipped
cold
complimentar
y
condescendin
g confident
confused coy
contemptuous
conversational
critical curt
cutting
cynical
defamator
y
denunciat
ory
despairing
detached
devil-may-
care
didactic
disbelievin
g
discourage
d
disdainful
disparagin
g
disrespectf
ul
distracted
doubtful
dramatic
dreamy dry
ecstatic
entranced
enthusiastic
eulogistic
exhilarated
exultant

facetious
fanciful fearful
flippant fond
forceful
frightened
frivolous
ghoulish giddy
gleeful glum
grim guarded
guilty happy
harsh haughty
heavy-hearted
hollow
horrified
humorous
hypercritical
indifferent
indignant
indulgent
ironic
irreverent

Spoken Word Worksheet

Example #1: _____

My reaction:

This poem made
me think of...

Example #2: _____

I really liked...

Example #3: _____

The speaker's attitude was...

The mood was...

The theme was...

My definition of "Spoken Word"

Appendix C

<https://www.poetryfoundation.org/poems-and-poets/poems/detail/51568>

Appendix D

Comparison and Contrast Rubric

CATEGORY	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.

Organization & Structure	The paper breaks the information into whole-to-whole, similarities to differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities to differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities to differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Appendix E



JET PLANE or HELICOPTER? Planning Effectively For An Essay

Consider this prompt:

If you were chosen to be principal for a day, what types of decisions would you make for our school?

The analogy: In brainstorming, be a _____: think of _____ ideas as you can _____ as you can. DON'T _____ your ideas, just _____ them down.

Use this space to brainstorm as many ideas as you can.

Now, you will think more closely about what you have brainstormed.



1. Look to see if any of your ideas that you brainstormed can be _____ under a certain _____. Cross out any ideas you think are _____ or not _____.
2. Your best ideas will become the _____ for your essay's _____ paragraphs.
3. Now it's time to _____ over these categories you have made. At this point, you are more like a _____ than a jet. Spend time developing them well.
4. Remember the acronym **P.E.E.L.**:

Present your idea (topic sentence), **Explain** your idea, give an **Example** of your idea, and **Leave** the paragraph with a wrap-up (concluding sentence).



P.E.E.L. your paragraph

P



E

E

L



P.E.E.L. your paragraph

P



E

E

L



P.E.E.L. your paragraph

P



E

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L



JET PLANE or HELICOPTER? Planning Effectively For an Essay **KEY**

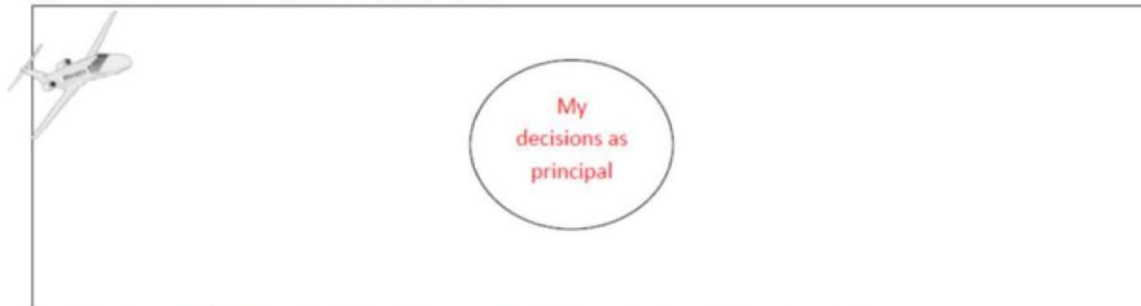
Consider this prompt:

If you were chosen to be principal for a day, what types of decisions would you make for our school?

The analogy: In brainstorming, be a jet airplane: think of as many ideas as you can as quickly as you can.

DON'T judge your ideas, just write them down.




Use this space to brainstorm as many ideas as you can.

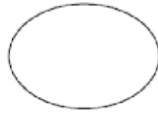


Now, you will think more closely about what you have brainstormed.

1. Look to see if any of your ideas that you brainstormed can be put together under a certain category. Cross out any ideas you think are weak or not relevant.
2. Your best ideas will become the main points for your essay's body paragraphs.
3. Now it's time to hover over these categories you have made. At this point, you are more like a helicopter than a jet. Spend time developing them well.
4. Remember the acronym **P.E.E.L.**:

Present your idea (topic sentence), **Explain** your idea, give an **Example** of your idea, and **Leave** the paragraph with a wrap-up (concluding sentence).

 P.E.E.L. your paragraph	 P.E.E.L. your paragraph	 P.E.E.L. your paragraph
P	P	P
E	E	E
E	E	E



P.E.E.L. your paragraph

P

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P.E.E.L. your paragraph

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P.E.E.L. your paragraph

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Appendix F

Now that the you have completed the book, This paper should be a well thought out reflection over the plot and themes the you picked up on while reading. Themes they may include, but are not limited to choice, destiny, journeys, love, and omens. You should talk about characters and use at least one citation in their report to give textual evidence. This paper should be at least two pages in length and use proper grammatical tools, have a clear thesis and at least three body paragraphs.

Choice book report activity



	Outstanding Work 5 pts	Well Done 4 pts	Good Work 3 pts	Acceptable Work 2 pts	Poor Work 1 pts
Organization	Outstanding Work All necessary information was presented logically and recorded properly.	Well Done Necessary information was covered logically and recorded properly.	Good Work Necessary information was covered, but not presented logically or recorded properly.	Acceptable Work Most important information is presented in a logical sequence and recorded properly.	Poor Work Significant information is missing, or not recorded properly
Creativity	Outstanding Work Project is truly original and characterizes creativity and personalization of the project to the text or self	Well Done Significant evidence of creative license or initiative to personalize project to suit text or self	Good Work Evidence of some creative license or initiative to personalize project to suit text or self	Acceptable Work Student took little creative license or initiative to personalize project to suit text or self	Poor Work Student took no creative license or initiative to personalize project to suit text or self.
Grammar/ Sentence Structure, format	Outstanding Work There were no errors or evidence of corrections in the report. Words were well chosen and sentences were concise.	Well Done A couple errors occurred in capitalization, punctuation, word usage, sentence structure and structure Proof-reading evident.	Good Work A few errors occurred in capitalization, punctuation, word usage, sentence structure and structure Proof-reading inadequate.	Acceptable Work Some errors occurred in in capitalization, punctuation, word usage, run-on sentences, sentence fragments or structure Proof-reading questionable.	Poor Work Numerous errors in spelling, capitalization, punctuation, word usage, run-on sentences, sentence fragments or structure. No evidence of proof-reading.
Plot / Summary	Outstanding Work The plot or conflict/resolution was clearly stated and summarized. Sentences are well developed and presented in an interesting manner.	Well Done Plot or conflict/resolution is clearly and adequately developed.	Good Work Plot or conflict/resolution is briefly, but clearly stated.	Acceptable Work The plot was not clearly stated or the conflict/resolution was not clearly stated.	Poor Work Information covered does not describe the plot, conflict or resolution.
Student Evaluation	Outstanding Work Student expresses opinion and supports it with several good supporting sentences.	Well Done Opinion clearly stated and confirmed by good supporting sentences.	Good Work Student gave opinion of book but sentences did not clearly support the opinion stated.	Acceptable Work Student gave their opinion of the book but did not back their opinion with supporting sentences.	Poor Work Student did not share and opinion on the book.
Neatness/ Format	Outstanding Work Paper was neat and followed all formatting guidelines. -Title -Proper Heading -Typed -Double Spaced -Page Numbers	Well Done Paper is neat and followed most of the formatting guidelines.	Good Work Paper is neat but is missing several items from the formatting guidelines.	Acceptable Work Paper is not neat and is missing more than half of the formatting guideline.	Poor Work Paper is not neat and does not follow any of the formatting guidelines.

Appendix G

Portfolio reveal day

Your portfolio presentation should include- video journal, a reading of your Get Lit slam poetry, and **choose** to discuss either the compare and contrast essay or the final paper. You will not read the paper in its entirety, but simply give bullet points highlighting key points and ideas you came up with. Include the thesis statement in your presentation for class to know what your paper discussed. Your presentation should **last at least 5 minutes**

6th Grade Research Paper Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all class questions with explanations and elaboration • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> • Is at ease with expected answers to all questions, without elaboration • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Fails to increase audience understanding of knowledge of topic • Shows no interest in topic presented

Appendix H

Instructions

For exercises 1-5, make any corrections to the in-text citation. If the citation is correct, write "correct" underneath the direct or indirect quote. For exercises 510, write the given quote into a sentence using a signal phrase. You may write signal phrases for direct or indirect quotations that include all or part of the information provided in the quoted material.

For all 10 exercises, the source information is provided, but make up the page number for the quote from within the page range given.

Source from Sample Works Cited for exercises 1-5:

Ivancevich, John M.; Matteson, Michael T.; Freedman, Sara M.; Phillips, James S. "Worksite Stress Management Interventions." *American Psychologist* Vol 45.2 (1990): 252-261.

Print.

1. "Despite the general agreement that stress plays a role in everyday life, there continues to be substantial controversy about how stress can be managed at the worksite" (Ivancevich et al 252).

2. According to Ivancevich and other researchers, "during the last decade, our knowledge of stress management interventions has increased substantially" (vol 45, pg 252).

3. "Despite the general agreement that stress plays a role in everyday life, there continues to be substantial controversy about how stress can be managed at the worksite. ... and deficiencies in the literature exist" (Ivancevich, Matteson, Freedman, and Phillips, 252-261).

4. Ivancevich et al determined through research that the best way to approach stress management in the workplace varies across the board even though it is generally agreed upon that the stress itself is a problem. Current research provides some insight, but it does not lay the subject to rest (252). 5. The research indicates that "knowledge of stress management interventions has increased substantially" over the last 10 years (Ivancevich, 252). Source from Sample Works Cited for exercises 6-10:

Redelmeier, Donald M.D. and Tibshirani, Robert J. Ph.D. "Association Between Cellular-Telephone Calls and Motor Vehicle Collisions." *The New England Journal of*

Medicine Vol 336.7 (1997): 453-458. Web 6 June 2012.

6. The increase in risk appeared to be greatest for calls made near the time of the collision, and was not statistically significant for calls made more than 15 minutes before the event." Quote with a signal phrase: 7. "In no group did cellular-telephone use have a protective effect." Quote with a signal phrase:

8. "The highest risk was found among subjects who had not graduated from high school."

Quote with a signal phrase:

9. "In particular, subjects with many years of experience in using a cellular telephone still had a significant increase in risk." Quote with a signal phrase:
10. Younger drivers were at a somewhat higher relative risk when using a cellular telephone than older drivers, although, the trend was not significant."

Quote

the single phrase:

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