7th Grade ELA - Saavas Unit 1

Week 1: Monday

	Tuesday	Wed.	Thursday	Friday
Bell Work: **DISTRICT GRAMMAR BR**	**Bell Work:** Hook and Inspire: Cathy Classics: Mother Daughter Conflict https://www.gocomics.com/cathy/2001/05/24	**Bell Work**: **DISTRICT GRAMMAR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**
Whole Group: <u>Unit 1 Introduction</u> EQ: What are some examples of things that one generation can learn from another Video: Grizzly Bear Teaches Her Cubs Mentor Text: Grounded Text: "Two Kinds" (Skill Focus- Character Conflict, and Resolution /// Make Inferences) (read through paragraph 3 with Annotate, Question, Infer)	**Whole Group:** ● Two Kinds (paragraphs 4-17)	Performance Task OR Interactive Lesson OR Writing Wednesday OR Novel Study	**Whole Group:** ● Two Kinds (paragraphs 25-48)	**Whole Group:** ● Two Kinds (paragraphs 63-95)
Teacher-Led Group: Reteach and Practice (RP): "Character, Conflict, and Resolution"	**Teacher-Led Group:** Reteach and Practice (RP): "Character, Conflict, and Resolution"		**Teacher-Led Group:** Remediation (REM): "Character, Conflict, and Resolution"	**Teacher-Led Group:** Remediation (REM): "Character, Conflict, and Resolution"
Peer/Independent Group: "Annotate, Question, Infer" Practice with Mentor Text "Grounded" and/or pull questions from TE p. 6.	**Peer/Independent Group:** Two Kinds paragraph 18-24		**Peer/Independent Group:**Two Kinds (paragraphs 49-62)	**Peer/Independent Group:** Final Two Kinds Activity (focus on Character, Conflict, Resolution /// Inferencing)
Technology Group: Hook and Inspire: What was the Joy Luck Club? https://www.pbs.org/wnet/americanmasters/amys-parents-u4nydl/17777/	**Technology Group:** Hook and Inspire: What was the Joy Luck Club? https://www.pbs.org/wnet/americanmasters/amys-parents-u4nydl/17777/		**Technology Group:** IXL Prefix Skills	**Technology Group:** IXL Prefix Skills

Week 2:	Monday	Tuesday	Wed.	Thursday	Friday
	Bell Work: **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work**: **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **Greek Root phil Exit Ticket (3 questions)**
	Whole Group: TE pg. 74 Anchor Charts: Genres (Memoir/Interview) Genre/Text Elements Intro: p. 75 Mom & Me & Mom (Skill Focus: Dialogue and Description /// Evaluate Details to Determine Central Idea) (paragraphs 1-8) *Be sure to go over Concept Vocabulary Words (supervision, charitable, philanthropist) as you read	**Whole Group:** Explicitly go over Greek Root- PHIL Mom & Me & Mom (paragraph 20- end?)	Performance Task OR Interactive Lesson OR Writing Wednesday OR Novel Study	**Whole Group:** Dialogue and Description pg. 84 (Model examples. Students complete practice.)	**Whole Group:** Mom & Me & Mom Building Insight Questions p. 82.
	Teacher-Led Group: Reteach and Practice (RP): Dialogue and Description	**Teacher-Led Group:** Reteach and Practice (RP): Dialogue and Description		**Teacher-Led Group:** Remediation (REM): Dialogue and Description	**Teacher-Led Group:** Remediation (REM): Dialogue and Description
	Peer/Independent Group: Mom and Me and Mom paragraphs 9-19 (Vocab para 15 and 19)	**Peer/Independent Group:** Finish Mom and Me and Mom, if needed. Complete Language Study: Concept Vocabulary on p. 83.		**Peer/Independent Group:** Mom and Me and Mom Selection Test	**Peer/Independent Group:** Mom and Me and Mom Selection Test
	Technology Group: Listenwise: Maya Angelou's Life and Legacy (5:41) Listening Comprehension Questions or T-Chart	**Technology Group:** Listenwise: Maya Angelou's Life and Legacy (5:41) Listening Comprehension Questions or T-Chart		**Teachnology**: TV Interview "Learning to Love my Mother" and activities	**Technology**: TV Interview "Learning to Love my Mother" and activities

Week 3: Monday	Tuesday	Wed.	Thursday	Friday
Bell Work: **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**
Whole Group: TE pg. 34-35 Intro: Feature Article Anchor Chart and Central Idea and Supporting Evidence (with "Practice" #1-4) "Case of the Disappearing Words" *Accessible Text Available online* (Skill Focus: Genre/Text Elements- CI and Supp Evid… Author's Craft- Author's Purpose) Read paragraphs 1-2)	**Whole Group:** Case of the Disappearing Words Quickly review p. 45 chart from yesterday. Read paragraphs 3-9, and complete the chart on. 47.	Performance Task OR Interactive Lesson OR Writing Wednesday OR Novel Study	**Whole Group:** Case of the Disappearing Words Finish reading text and finish chart on pg. 47 if extended.	**Whole Group:** FL Ready CI and Supp Evidence or Author's Purpose or My Perspectives+ Resources
Teacher-Led Group: 1st page of Central Idea and Supporting Evidence (RP) *and* 1st page of Genre/Text Elements: Central Ideas and Supporting Evidence (REM)	**Teacher-Led Group:** Central Idea and Supporting Evidence (RP) *and* 1st page of Genre/Text Elements: Central Ideas and Supporting Evidence (REM)		**Teacher-Led Group:** (REM) Author's Craft: Author's Purpose	**Teacher-Led Group:** (REM) Author's Craft: Author's Purpose
Peer/Independent Group: Complete chart from Genre/Text Elements Practice #1 p. 45	**Peer/Independent Group:** Concept Vocabulary/Word Study pg. 46		**Peer/Independent Group:** Case of the Disappearing Words Build Insight Questions p. 43	**Peer/Independent Group:** Case of… Selection Test
Technology Group: General Academic Vocabulary 1 or IXL Q.1 Use Greek and Latin Roots to the meaning of words	**Technology Group:** General Academic Vocabulary 1 or IXL Q.1 Use Greek and Latin Roots to the meaning of words		**Teachnology**: IXL C.1 Identify the author's purpose	**Technology**: IXL C.1 Identify the author's purpose

Week 4:	Monday	Tuesday	Wed.	Thursday	Friday
	Bell Work: DISTRICT GRAMMAR BR	**Bell Work:** DISTRICT GRAMMAR BR	**Bell Work**: DISTRICT GRAMMAR BR	**Bell Work:** DISTRICT GRAMMAR BR	**Bell Work:** DISTRICT GRAMMAR BR
	Whole Group: **"Tutors Teach Seniors: New High-Tech Tricks"** Intro:p. 64-65 Genre: Human Interest Stories, Purpose and Tone Info and "Practice," /// p. 66- 67 Concept Vocabulary and "Background" /// Media Connection Video: Cyber Seniors (Skill Focus: Genre/Text Elements- Purpose and Tone… Author's Craft- Central Idea and Supporting Details) Read paragraphs 1-7 (with 2 TE margin activities- Comprehension Strategy and Vocab)	**Whole Group:** Finish reading Tutors Teach Seniors	Performance Task OR Interactive Lesson OR Writing Wednesday OR Novel Study	**Whole Group:** Tutors Teach Seniors Genre/Text Evidence- Purpose and Tone p. 71	**Whole Group:** Tutors Teach Seniors Author's Craft- Central Idea and Supporting Evidence p. 72
	Teacher-Led Group: Genre/Text Elements: Purpose and Tone (REM) (RP also available)	**Teacher-Led Group:** Genre/Text Elements: Purpose and Tone (REM) (RP also available)		**Teacher-Led Group:** Author's Craft: Central Idea and Supporting Evidence (REM)	**Teacher-Led Group:** Author's Craft: Central Idea and Supporting Evidence (REM)
	Peer/Independent Group: MyPerspectives+ Purpose and/or Tone activity	**Peer/Independent Group:** Build Insight p. 69 #1-4 and Concept Vocabulary #1-3		**Peer/Independent Group:** HuffPost Article "Why Should We Listen to Old People" annotation	**Peer/Independent Group:** HuffPost Article "Why Should We Listen to Old People" Central Idea and Supporting Details Graphic Organizer

Technology Group: IXL A.1 Determine the Main Idea of a Passage, K.4 Identify Supporting Details in Informational Texts	Technology Group: IXL A.1 Determine the Main Idea of a Passage, K.4 Identify Supporting Details in Informational Texts		Technology: IXL A.1 Determine the Main Idea of a Passage, K.4 Identify Supporting Details in Informational Texts	Technology: IXL A.1 Determine the Main Idea of a Passage, K.4 Identify Supporting Details in Informational Texts

==***Unit Assessment here! (11 Questions) "Fighting the Flu" questions. Exit Ticket Questions Purpose and Tone (Found in Unit 1 Assessments Playlist - Copy 3)==

Week 5: Monday	Tuesday	Wed.	Thursday	Friday
Bell Work: **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work**: **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**	**Bell Work:** **DISTRICT GRAMMAR BR**
Whole Group: Poetry Collection 1 "Abuelita Magic, Mother to Son, To James" Skill Focus: Genre/Text Elements- Graphical Elements in Poetry /// Author's Craft- Figurative Language: Metaphor Intro p. 100-102 and Metaphor on p. 112. Then, read "Abuelita Magic" (refer to #2 on p.109 for basic reading check)	**Whole Group:** Poetry Collection 1 Read "Mother to Son" and "To James" with TE margin activities (Comprehension Strategy, Concept Vocabulary, and Genre/Text Elements) (refer to #2 on p.109 for basic reading check) After reading the poem, students complete #1 and 3 on p. 109.		**Whole Group:** Poetry Collection 1- Graphical Elements of Poetry p. 111 #1-6	**Whole Group:** Poetry Collection 1- Figurative Language p. 112 #1-4 ***Due to the nature of these rotations, consider flipping your class schedule today and doing small groups first, so every student will have had the TT lesson on metaphor before doing these lessons.***
Teacher-Led Group: Genre/Text Elements: Graphical Elements in Poetry (REM) (RP is also available)	**Teacher-Led Group:** Genre/Text Elements: Graphical Elements in Poetry (REM) (RP is also available)		**Teacher-Led Group:** Author's Craft: Figurative Language: Metaphor (REM) OR Figurative Language: Metaphor RP	**Teacher-Led Group:** Author's Craft: Figurative Language: Metaphor (REM) OR Figurative Language: Metaphor RP

Peer/Independent Group:	Peer/Independent Group:		Peer/Independent Group:	Peer/Independent Group:
Mother-Daughter Drawings p.92-96 Close-Review Guide MEDIA: ART AND PHOTOGRAPHY WS/Build Insight p.97 #'s1-3 (on back of WS)	Build Insight: Analysis and Discussion p.109 #'s 4-6 and Concept Vocabulary p.110 #'s 1-3		Poetry Collection 1 Selection Test	Poetry Collection 1 Selection Test (Finish) Task 2 (Early Finishers): -myPerspectives+ Figurative Language and Extended Metaphor WS
Technology Group: BrainPop? Poetry and/or Similes and Metaphors OR General Academic Vocabulary 2 (Savvas)	**Technology Group:** General Academic Vocabulary 2 (Savvas)		**Technology**: IXL R.1 Choose the synonym	**Technology**: IXL R.2 Choose the antonym

==***Unit Assessment here! (10 questions) Poem 1: The Rainy Day and Poem 2: The Castle-Builder questions. Exit Ticket Questions Graphical Elements in Poetry, Figurative Language (Found in Unit 1 Assessments Playlist - Copy 4)==