James Hall's Lesson Plans for the Week of **Sep 1, 2019**

Mon, Sep 2 (Off-Day)	Tue, Sep 3 (Day B)	Wed, Sep 4 (Day C)	Thu, Sep 5 (Day D)	Fri, Sep 6 (Day E)
LABOR DAY	**7TH GRADE ENGLISH (8:10 AM - 9:10 AM)** **Bellwork:** Day 10 Language **Week 4 Vocabulary** - Kahoot Introduction - Antonyms Vocabulary Sheets - Journal Definitions **Grammar -** Pronouns - Pear Deck Interactive ***Standards/ Expectations:*** **1.:** a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. **68.:** f. Make pronouns agree with their antecedents.	**7TH GRADE ENGLISH (8:10 AM - 9:10 AM)** **Bellwork:** Abstract Noun Puzzle **Week 4 Vocabulary** - Workbook Page **Grammar -** Pronouns - Moby max ***Standards/ Expectations:*** **1.:** a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. **68.:** f. Make pronouns agree with their antecedents.	**7TH GRADE ENGLISH (8:10 AM - 9:10 AM)** **Bellwork:** Day 11 Language **Week 4 Vocabulary** - Pear Deck Factory Review Homework ***Standards/ Expectations:*** **1.:** a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.	**7TH GRADE ENGLISH (8:10 AM - 9:10 AM)** **Bellwork:** Week 3 Review **Week 4 Vocabulary** - Kahoot Quiz Review Homework **Grammar** - Noun and Pronoun Game ***Standards/ Expectations:*** **1.:** a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing. **68.:** f. Make pronouns agree with their antecedents.
	7TH GRADE READING (9:13 AM - 10:13 AM) **Bellwork**: Week 4 Day 1 Reading passage - Complete and Grade	**7TH GRADE READING (9:13 AM - 10:13 AM)** **Bellwork**: Week 4 Day 2 Reading passage - Complete and Grade	**7TH GRADE READING (9:13 AM - 10:13 AM)** **Bellwork**: Week 4 Day 3 Reading passage - Complete and Grade	**7TH GRADE READING (9:13 AM - 10:13 AM)** **Bellwork**: Week 4 Day 4 Reading passage - Complete and Grade

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	Lesson: Close Reading/Think Squares **Activate Relevant Knowledge:** What is Close reading? What are the symbols? **Teacher Model:** Close Reading Pear Deck presentation **Whole Group Engagement Activity 1:** Students close read their own picture ***Standards/ Expectations:*** **9.:** a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. > Determine the purpose for reading such as to be informed, entertained, or persuaded. Preview the material and use prior knowledge to make connections between text	**Lesson:** Close Reading/ Think Squares **Teacher Model:** Show students how to apply close reading to an article **Whole Group Engagement Activity 2:** Students finish article and discuss as a class ***Standards/ Expectations:*** **7.:** 2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" seventh grader reads 135 words per minute).	**Lesson:** Close Reading/ Think Squares **Teacher Model:** Using Think Squares compared to close reading **Small Group Engagement:** Picture book Think Square Challenge ***Standards/ Expectations:*** **9.:** a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level. > - Determine the purpose for reading such as to be informed, entertained, or persuaded. - Preview the material and use prior knowledge to make connections between text and personal experience.	**Lesson:** Close Reading/ Think Squares **Individual Assessment:** Close Reading Kahoot Quiz Library Visit AR Independent Reading ***Standards/ Expectations:*** **8.:** 3. Increase silent reading speed and comprehension through daily, independent reading.

Mon, Sep 2 (Off-Day)	Tue, Sep 3 (Day B)	Wed, Sep 4 (Day C)	Thu, Sep 5 (Day D)	Fri, Sep 6 (Day E)
	and personal experience.			
	5TH GRADE ENGLISH (10:16 AM - 11:16 AM) **Bellwork:** Day 10 Language **Week 4 Vocabulary** - Kahoot Introduction - Antonyms Vocabulary Sheets - Journal Definitions **Grammar -** Pronouns - Pear Deck Interactive ***Standards/ Expectations:*** **2.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. **6.:** c. Use word origins, including knowledge of less common roots	**5TH GRADE ENGLISH (10:16 AM - 11:16 AM)** **Bellwork:** Abstract Noun Puzzle **Week 4 Vocabulary** - Workbook Page **Grammar -** Pronouns - Moby max ***Standards/ Expectations:*** **2.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. **6.:** c. Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts	**5TH GRADE ENGLISH (10:16 AM - 11:16 AM)** **Bellwork:** Day 11 Language **Week 4 Vocabulary** - Pear Deck Factory Review Homework ***Standards/ Expectations:*** **2.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. **6.:** c. Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to	**5TH GRADE ENGLISH (10:16 AM - 11:16 AM)** **Bellwork:** Week 3 Review **Week 4 Vocabulary** - Kahoot Quiz Review Homework **Grammar** - Noun and Pronoun Game ***Standards/ Expectations:*** **2.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words. **6.:** c. Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts

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	(graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).	(hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).	analyze the meaning of complex words (terrain, hemisphere, biography).	(hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).
	5TH GRADE READING (11:19 AM - 12:15 PM) **Bellwork**: Week 4 Day 1 Reading passage - Complete and Grade **Lesson:** Close Reading/Think Squares **Activate Relevant Knowledge:** What is Close reading? What are the symbols? **Teacher Model:** Close Reading Pear Deck presentation **Whole Group Engagement Activity 1:** Students close read their own picture ***Standards/ Expectations:***	**5TH GRADE READING (11:19 AM - 12:15 PM)** **Bellwork**: Week 4 Day 2 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Teacher Model:** Show students how to apply close reading to an article **Whole Group Engagement Activity 2:** Students finish article and discuss as a class ***Standards/ Expectations:*** **13.:** a. Use prereading strategies independently (to preview, activate prior knowledge, predict	**5TH GRADE READING (11:19 AM - 12:15 PM)** **Bellwork**: Week 4 Day 3 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Teacher Model:** Using Think Squares compared to close reading **Small Group Engagement:** Picture book Think Square Challenge ***Standards/ Expectations:*** **13.:** a. Use prereading strategies independently (to preview, activate prior knowledge, predict	**5TH GRADE READING (11:19 AM - 12:15 PM)** **Bellwork**: Week 4 Day 4 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Individual Assessment:** Close Reading Kahoot Quiz Library Visit AR Independent Reading ***Standards/ Expectations:*** **11.:** 3. Read silently for increased periods of time.

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	13.: a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).	content of text, formulate questions that might be answered by the text, and establish purpose for reading).	content of text, formulate questions that might be answered by the text, and establish purpose for reading).	
	LUNCH (12:15 PM - 1:00 PM)	LUNCH (12:15 PM - 1:00 PM)	LUNCH (12:15 PM - 1:00 PM)	LUNCH (12:15 PM - 1:00 PM)
	6TH GRADE ENGLISH (1:00 PM - 1:55 PM) **Bellwork:** Day 10 Language **Week 4 Vocabulary** - Kahoot Introduction - Antonyms Vocabulary Sheets - Journal Definitions **Grammar -** Pronouns - Pear Deck Interactive ***Standards/ Expectations:*** **1.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of	6TH GRADE ENGLISH (1:00 PM - 1:55 PM) **Bellwork:** Abstract Noun Puzzle **Week 4 Vocabulary** - Workbook Page **Grammar -** Pronouns - Moby max ***Standards/ Expectations:*** **1.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized	6TH GRADE ENGLISH (1:00 PM - 1:55 PM) **Bellwork:** Day 11 Language **Week 4 Vocabulary** - Pear Deck Factory Review Homework ***Standards/ Expectations:*** **1.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized vocabulary and to understand the precise	6TH GRADE ENGLISH (1:00 PM - 1:55 PM) **Bellwork:** Week 3 Review **Week 4 Vocabulary** - Kahoot Quiz Review Homework **Grammar** - Noun and Pronoun Game ***Standards/ Expectations:*** **1.:** a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of technical and specialized

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	technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.	meaning of grade-level-appropriate words in fiction and nonfiction texts.	vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
	PLAN (1:55 PM - 2:57 PM)	**PLAN (1:55 PM - 2:57 PM)**	**PLAN (1:55 PM - 2:57 PM)**	**PLAN (1:55 PM - 2:57 PM)**
	6TH GRADE READING (2:57 PM - 3:45 PM) **Bellwork**: Week 4 Day 1 Reading passage - Complete and Grade **Lesson:** Close Reading/Think Squares **Activate Relevant Knowledge:** What is Close reading? What are the symbols? **Teacher Model:** Close Reading Pear Deck presentation **Whole Group Engagement Activity 1:** Students close read their own picture	**6TH GRADE READING (2:57 PM - 3:45 PM)** **Bellwork**: Week 4 Day 2 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Teacher Model:** Show students how to apply close reading to an article **Whole Group Engagement Activity 2:** Students finish article and discuss as a class ***Standards/ Expectations:*** **10.:** a. Use prereading strategies independently	**6TH GRADE READING (2:57 PM - 3:45 PM)** **Bellwork**: Week 4 Day 3 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Teacher Model:** Using Think Squares compared to close reading **Small Group Engagement:** Picture book Think Square Challenge ***Standards/ Expectations:*** **10.:** a. Use prereading strategies independently	**6TH GRADE READING (2:57 PM - 3:45 PM)** **Bellwork**: Week 4 Day 4 Reading passage - Complete and Grade **Lesson:** Close Reading/ Think Squares **Individual Assessment:** Close Reading Kahoot Quiz Library Visit AR Independent Reading ***Standards/ Expectations:*** **9.:** 2. Read regularly in instructional-level texts (texts in which no more

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	Standards/ Expectations: **10.:** a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	(to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	(to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).	than approximately 1 in 10 words is difficult for the reader; a "typical" sixth grader reads approximately 120 words per minute).