

**LESSON PLANNING GUIDE**  
**Conyers Middle School – 2014-2015**

<b>Content Area</b>	<b>English/Language Arts</b>
<b>Grade/Course</b>	<b>7<sup>th</sup> Grade</b>
<b>Unit of Study</b>	<b>Unit 1 – Character, Point of View, and Making Predictions</b>
<b>Instructional Period</b>	<b>1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup></b>

**Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.**

**7RL6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  
**7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**7W7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  
**7L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.(Pronoun& Antecedent)  
**7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<b>List Behaviors</b> (what students should be able to do; focus on verbs)	<b>List Content</b> (what students should know; focus on concepts)	<b>Determine DOK</b> (align to instruction and assessment)	
		<b>DOK Levels</b>	<b>DOK Ceiling</b>
Analyze how an author develops and contrasts points of view of different characters. Engage the reader by establishing a context and introducing a narrator and characters. Use narrative techniques to develop experiences, events, and characters. Conduct short research projects using several sources, generating focus questions for further research. Acquire and use accurately, academic and domain	<p><b>Students should know:</b></p> <ul style="list-style-type: none"> <li>• How to Predict/make an intelligent judgment about what will happen next in a story, based on text details.</li> <li>• That point of view is the character’s perspective about events in the story.</li> <li>• Understand the main character’s traits supported by evidence in the text.</li> <li>• To cite evidence from the text to support predictions made.</li> <li>• How pronouns and antecedents are related.</li> <li>• Determine how pronouns and antecedents agree in number and gender.</li> <li>• Understand how to use new vocabulary related to the text</li> </ul>	<b>2 &amp; 3</b>	<b>4</b>

**Strategy 1:** Create a rigorous system of teaching and learning  
**Specific Results:** Institutionalize Cycle for Results

**Action Steps:** 1, 2, 3, 6  
**Performance Indicator:** Teacher lesson plans



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specific words. Demonstrate command of the conventions of standard English.			<b>TAPS 1, 2</b>
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#### Week of September 15, 2014



DOK Level <b>TAPS 2, 3, 4, 5</b>	Possible Aligned Activities and Questions	Resources (on/offline)
<b>1</b>	<b>What are character motives and character traits?</b> Students will complete cornell notes on the characterization power point.	Power Point (Character motives & traits) paper, pencil/pen
<b>2</b>	<b>What are the individual qualities that make each character unique?</b> Students will complete a placemat on each character, describing their individual character traits.	Literature textbook, placemat, vis-a-vis marker
<b>3</b>	<b>How can understanding a characters traits help readers get inside of the characters minds?</b> Students will develop and perform a short monologue based on a scene from the story, "Two Kinds from The Joy Luck Club."	Paper, pen/pencil
<b>4</b>	<b>How can a characters motives and traits affect the events of a story?</b> Students will create a character and bring the character to life by assigning their character motives and traits. Students will then create a comic strip using their character as the main character, creating a plot around him/her, and narration from the first or third person point of view.	Literature Textbook, Character traits information sheet, paper, crayons, coloring pencils, markers, and pencil/pen

DOK Level <b>TAPS 2, 3, 4, 5</b>	Possible Aligned Assessment Items/Tasks	Resources (on/offline)
<b>1</b>	Identify the characters in the story based on their character traits.	Paper and pencil/pen
<b>2</b>	Students will describe character traits about themselves based an object that represents them.	Personal item, paper, pencil/pen
<b>3</b>	Students will develop and perform a short monologue based on a scene from the story, "Two Kinds from The Joy Luck Club."	Literature Textbook, paper, pencil/pen, journals
<b>4</b>	Students will create a character and bring the character to life by assigning their character motives and traits. Students will then explain why the assigned their character those specific motives and the traits.	paper, pencil/pen, crayons, markers, coloring pencils



### TAPS Elements of Cooperative Learning

**1: Positive Interdependence**

**2: Face-to-face interaction**

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**3: Individual and Group Accountability**

**4: Interpersonal and Small Group Skills**

**5: Group Processing**

<b>Differentiated Instruction Grouping</b>	<b>Strategies Used</b>
<b>TOTAL GROUP</b>	Whole group discussion about character motives and character traits.
<b>SMALL GROUPS</b>	Students will create a character and bring the character to life by assigning it motives and traits.
<b>PARTNERS</b>	Students will create a characterization placemat of the characters in the story, "Two Kinds from The Joy Luck Club."
<b>INDIVIDUAL</b>	Students will integrate their research information, key ideas and details, and prior knowledge to make a connection between the text and the real world, when researching traditional Chinese roles.

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<b><u>KNOW/UNDERSTAND</u></b>	<b>Essential Question:</b> Does every conflict have a winner?				
				<b>TAPS 2, 3</b>	
		<b>Enduring Understanding:</b> Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.			
		<b>KNOWLEDGE &amp; SKILLS</b> (Key Vocabulary)			
		<b>Vocabulary- Tier 1</b> <i>Words using to teach Tiers 2-3</i>  Analyze, evaluate, describe, infer, support, explain, summarize, compare, contrast, predict, trace, formulate, justify	<b>Vocabulary Tier 2</b> <i>Academic vocabulary across content-areas</i>  Reproach, conspired, devastated, nonchalantly, expectations, sentimental, prodigy, arpeggios, staccato	<b>Vocabulary Tier 3</b> <i>Content-specific, domain-specific</i>  Point of view, first person point of view, third person point of view, character, character traits, character motives	<b>TAPS 2, 3, 5</b>
<b>Pre-assessment to <u>Inform</u> Instruction</b> Students will actively engage in a group assignment on vocabulary, point of view, and making predictions for the story “Two Kinds from The Joy Luck Club.”					
<b>Assessment for <u>Learning</u> or Assessment of <u>Learning</u></b> Students will demonstrate their increase in mastery of the skills through various formative assessments. Students will demonstrate their gradual mastery through group assessments, individual activities, and teacher-guided questioning.					
<b><u>DO</u></b>	<b>TAPS 2, 3, 4</b>	<b>Content</b>	<b>Process</b>	<b>Product</b>	
	<b>Advanced</b>	The teacher will model for students, how they should engage a question that causes them to analyze the text.	The teacher will ask students questions about the text to provoke meaningful discussions, thus, engaging students in the text.	Students will be able to answer higher-level questions thoroughly with evidence from the text.	
	<b>Ready</b>	Students need to know the character motives and character traits of the characters in the story, “Two Kinds from The Joy Luck Club.”	Students will discuss the character motives and traits of the characters in the story, “Two Kinds from The Joy Luck Club.”	Students will describe the character motives and traits of the characters in the story, “Two Kinds from The Joy Luck Club.”	

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<b>Need Prerequisites</b>	Students need to know character motives and character traits.	Students will read "Two Kinds from The Joy Luck Club."	Students will identify the character motives and character traits of the characters in the story, "Two Kinds from The Joy Luck Club."
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**Steps to Deliver the Lesson Using WICOR**



**AVID**®

**TAPS 2, 3, 5, 6, 8**

<p><b>Engage</b> (Hook, introduction to lesson concepts)</p> <p><b>WICOR:</b> Writing</p>	<p>Relevant topics and activities will be provided to students, allowing them to clarify ideas, organize thoughts, and activate prior knowledge while answering real world, higher level thinking question about life.</p>
<p><b>Explore/Explain</b> (teaching content all students need to know, understand and be able to do as determined by unpacked standard)</p> <p><b>WICOR:</b> Inquiry</p>	<p>Students will actively engage with a text by utilizing the Cornell Note-taking Method, Costa's Thinking and Questioning strategies, and the Depth of Knowledge concept. Students will generate new questions about a topic, ask questions related to the topic, make predictions, and analyze text using key ideas and details from the text. Students will write informative/explanatory texts to examine the topic and convey ideas, concepts, and information, while using precise language and domain-specific vocabulary to inform about or explain the topic. Students will demonstrate the appropriate use of the conventions of standard English.</p>
<p><b>Enrich/Elaborate</b> (differentiation of <u>process</u> )</p> <p><b>WICOR:</b> Collaboration</p>	<p>Students will write on their individual levels and be able to produce a text at their capacity. Students will be supported through the scaffolding of graphic organizers. Students will work in academic groups based on ability and demonstrated skill need. Varying levels of demonstration will be required based on student need and ability.</p>
<p><b>Evaluation</b> (Formative assessment)</p> <p><b>WICOR:</b> Reading</p>	<p>Students will demonstrate comprehension by completing various formative assessments. Assessments will include, but is not limited to constructed-response, or multiple-choice test questions. Assessments will also include performance-based assessment, in which students demonstrate their understanding of the subject matter through group activities, discussions, and individual projects. Students will make connections between their prior knowledge and new information.</p>
<p><b>Resources</b></p>	<p>Literature Textbook, Computer, Student Electronic Device, Cornell-Notes</p>

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