

Teacher: Mr. Mull

Subject: English/Lang. Arts (per 1-4 &6)

Grade: 7th

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**Monday:** Academic Standard # CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.F, CC.1.4.7.A, CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C

**Objective:** The students will cite several pieces of evidence to support analysis of what the text says explicitly as well as looking closely at the interactions between individuals and events. The students will also determine the meaning of words and phrases including the interpretation of figurative language. As well as answering in written form, the students will engage effectively in a range of collaborative discussions.

**Lesson:** The students will look at the Skill Lesson on identifying Central Idea. This will help them to build an answer to the following The prompt to answer is: According to his memoir, *Barrio Boy*, Ernesto Galarza describes his process of “becoming an American” at the Lincoln School. Analyze the techniques used to express the message the author is making about “becoming an American.” Be sure to use evidence from the text to support your response. They will identify and answer as well as identify what the story means in order to establish analysis.

PROMPT

According to his memoir, *Barrio Boy*, Ernesto Galarza describes his process of “becoming an American” at the Lincoln School. Analyze the techniques used to express the message the author is making about “becoming an American.” Be sure to use evidence from the text to support your response.

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**Tuesday:** Academic Standard # CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.F, CC.1.4.7.A, CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C

**Objective:** The students will cite several pieces of evidence to support analysis of what the text says explicitly as well as looking closely at the interactions between individuals and events. The students will also determine the meaning of words and phrases including the interpretation of figurative language. As well as answering in written form, the students will engage effectively in a range of collaborative discussions.

**Lesson:** TEACH/ACTIVE ENGAGEMENT: The students will work in groups to develop an outline and compose an introduction and develop one body paragraph based off of information collected in our close read of “Barrio Boy”. ASSESSMENT:IF not completed in class the students will continue working tomorrow and be prepared to share their body paragraph by the end of class tomorrow.

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**Wednesday:** Academic Standard # CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.F, CC.1.4.7.A, CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C

**Objective:** The students will cite several pieces of evidence to support analysis of what the text says explicitly as well as looking closely at the interactions between individuals and events. The students will also determine the meaning of words and phrases including the interpretation of figurative language. As well as answering in written form, the students will engage effectively in a range of collaborative discussions.

**Lesson:** TEACH/ACTIVE ENGAGEMENT: The students will work in groups to develop an outline and compose an introduction and develop one body paragraph based off of information collected in our close read of “Barrio Boy”. ASSESSMENT:IF not completed in class.

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**Thursday:** Academic Standard # CC.1.2.7.B, CC.1.2.7.C, CC.1.2.7.F, CC.1.4.7.A, CC.1.5.7.A, CC.1.5.7.B, CC.1.5.7.C

**Objective:** The students will cite several pieces of evidence to support analysis of what the text says explicitly as well as looking closely at the interactions between individuals and events. The students will also determine the meaning of words and phrases including the interpretation of figurative language. As well as answering in written form, the students will engage effectively in a range of collaborative discussions.

**Lesson:** Assessment: The students will complete a comprehension quiz. If students finish early the next reading story is “The other Side of the Sky”. This story has been assigned in the event that students finish the quiz early.

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**Friday:** Academic Standard # E07.D.1.1.7, E07.A-K.1.1.1

**Objective:** The students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**Lesson:** The students will read *Freak the Mighty* and seek to identify plot structure and identify theme.

Homework: None

**Teacher: Mr. Mull**

**Subject: Adapted English/Lang. Arts**

**Grade: 7th/8th**

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**Monday:** Academic Standard # (Day 1)

Objective: The students will begin learning cursive in order to be better prepared for life. The end goal is to allow the students to be able to read cursive, and write well enough to write their name.

**Lesson: Anticipatory Set:** Word of the Day and Today I will. Teach and Active Engagement: The students will work through cursive packets to learn the cursive alphabet **Assessment:** Students will complete an independent practice sheet and have an assignment to be completed before our next session. This activity will be for them to complete the handwriting packet.

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**Tuesday:** Academic Standard # E08/7/6.A-C.2.1.3 (Day 2)

Objective: The students will determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Lesson: Anticipatory Set:** Word of the Day and Today I will. Teach and Active Engagement: The students will take a vocab quiz. The students will define imagery and identify examples in text. The students will analyze nuances in word meaning. They will practice guided instruction and then work independently while identifying and understanding the impact imagery has on a text. **Assessment:** Students will complete an independent practice sheet and have an assignment to be completed in our next session. This activity will be for them to identify 1 example of imagery from our class novel to be read on day 5 of our Group Rotations.

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**Wednesday:** Academic Standard # E08/7/6.A-C.2.1.3 (Day 3)

Objective: The students will determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Lesson: Anticipatory Set:** Word of the Day and Today I will. Teach and Active Engagement: The students will take a vocab quiz. The students will define imagery and identify examples in text. The students will analyze nuances in word meaning. They will practice guided instruction and then work independently while identifying and understanding the impact imagery has on a text. **Assessment:** Students will complete an independent practice sheet and have an assignment to be completed in our next session. This activity will be for them to identify 1 example of imagery from our class novel to be read on day 5 of our Group Rotations.

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**Thursday:** Academic Standard # E08/7/6.A-C.2.1.3 (Day 4)

Objective: The students will determine how the author uses the meaning of words or phrases, including figurative and connotative meanings in a text; analyze the impact of rhymes and other repetitions of sounds (alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Lesson: Anticipatory Set:** Word of the Day and Today I will. The students will take a vocab quiz. Teach and Active Engagement: The students will take a vocab quiz. The students will define imagery and identify examples in text. The students will analyze nuances in word meaning. They will practice guided instruction and then work independently while identifying and understanding the impact imagery has on a text. **Assessment:** Students will complete an independent practice sheet and have an assignment to be completed in our next session. This activity will be for them to identify 1 example of imagery from our class novel to be read on day 5 of our Group Rotations.

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**Friday:** Academic Standard #E07.D.1.1.7, E07.A-K.1.1.1 (Day 5)

Objective: The students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Lesson: The students will read *Flush* by Carl Hiaasen and seek to identify plot structure and identify theme.

Homework: None