



BRYSON MIDDLE SCHOOL

Believe | Move | Succeed *Building a Mindset for Success*

Bryson Middle School- Lesson Plans

Teacher: Sever	Course: Fundamentals	Grade Level: 7th & 8th
For the Week of: Sept. 7-11, 2026	Unit: Unit 1 - Empathy	Period: 2nd, 4th, & 5th

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard/ Indicator:	Standards for Language Acquisition for Multilingual Learners with LEP of 1.0-2.5. See the attachment for standards. Scope & Sequence for Fundamentals Unit 1				
Learning Target:	Labor Day! No School!	1. I can observe a photo, so that I can describe what I see and I can answer questions about it. I know that I have it when my observations are similar to what the photographer intended to portray. 2. I can analyze a photo, so that I can write a short story about what is happening in the photo. I know that I will have it when I can read my story to a peer and compare it to their story.	1. I can complete online Lexia English activities, so that I can increase my English Language fluency. I know that I will have it when I advance to a new Lexia Level. 2. I can use paraphrasing to summarize a story, so that I can check my understanding. I know that I have it when my understanding is accurate. <i>This will help with the next reading selection.</i> Moved to Friday.	1. I can complete remedial Lexia English activities, so that I can increase my English Language fluency. I know that I will have it when I increase my written English fluency. 2. I can use paraphrasing to summarize a story, so that I can check my understanding. I know that I have it when my understanding is accurate. <i>This will help with the next reading selection.</i> Moved to Monday	1. I can complete online Lexia English activities, so that I can increase my English Language fluency. I know that I will have it when I advance to a new Lexia Level. 2. I can remember important information from a reading selection, so that I can show what I understand. I know I have it when I score at least 70% or better on the test. Moved to Tuesday.
Activating Strategy:		Who in this class believes they are a writer? Today, you will have that opportunity to be one.	How would you summarize a story? What information would you include?	Today, we will finish up our activities that go with our reading, People are Unhappy, not Mean."	Today, you will show what you understand about our read, "People are Unhappy, not Mean."
Instructional Delivery: I Do,		Finish Friday's lesson.	- SW complete 15 minutes of Lexia English.	-SW reread the story on pages 34-35.	-SW complete the reading 2 test on "People are Unhappy, not Mean."

We Do, Group/Two Do, You Do		- No Lexia today. First Thoughts, pg. 32. - SW observe a photo. - SW discuss with a tablemate what they believe is happening in the photo. - SW write their own story about what they believe is happening in the photo. The story should be approximately 45-50 words in length. • Students may use additional paper to complete this task. • Have students share their stories. Collect. - SW discuss the sentences at the bottom of page 32 and rate them by putting an X where they agree or disagree.	- SW discuss what is “paraphrasing,” on page 33 of packet. - SW put the strategy of paraphrasing (reading strategy) into practice with an excerpt from the next story on page 33. Look at the Google Slides. -Let’s talk about paraphrasing a little more. - SW get with a partner and read a story and then paraphrase it. - SW discuss and answer this question: (page 34) - Why are people Mean? - SW read the short story and underline any words or phrases they do not understand. - SW answer the Stop and Think question on page 34-35. - SW review with a partner or the whole class about their underlined words or phrases.	- SW complete all activities in the packet to increase comprehension for the test tomorrow. - SW complete language guide activities.	- SW complete 15 minutes of Lexia English. - SW finish their vocabulary diagramming. - SW complete their unit 1 packet activities and the language companion.
Assessments: (Formative/ Summative)		Oral and written answers. Written story	Oral and written responses to the questions addressing the story.	Written responses in the packet and language companion.	Reading Assessment #2.
Closing:		We will finish these activities and you will continue working on your vocabulary diagramming.	Vocabulary diagramming is due by the end of class on Tuesday. You may use the rest of your time to finish vocabulary	Tomorrow, you will have reading test #2. Then test 1 and test 2 will be averaged for our 1st major grade.	I hope everyone felt confident about that read test. I will grade them and average them this weekend.
Standards /Skill Addressing this week:	Students will be working on reading strategies, observing a photo and writing a story. They will also be continuing with their unit vocabulary.				

	*The Reading Assessment 2 for unit 1 is going to be given Friday, so students can recall the information right after reading. This will be a better practice rather than waiting to assess students when the unit test is given. This will be the second half of the reading Major assessment for unit 1.
Gaps/ Misconceptions/ Enhancements:	The gaps will be in the writing and reading portion of the week's lessons. Sentence starters may be a good support for a few students. Modeling - for writing a story. There are three different class periods working through this unit. They are not progressing through the materials at the same rate.
What skill(s) will be retaught or extended?	Correcting student writing. Making sure they have dialogue and not just an informational writing for what they believe is happening in the photo.
Instructional Plan Mini-Lesson (5 min) Practice (15 min) Assessment/Skill Recheck (5 min)	