**Miss Marovich’s Lesson Plans**

**Week of: April 10-14, 2017**

**Skill/Focus: Vocabulary; simple, compound, and complex sentences; narrative writing**

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| **Day/ Standard** | **Objective** | **Activities** | **Quick Assessment** | **Differentiation/****Modifications** | **Homework** |
| M[CCSS.ELA-LITERACY.L.7.1](http://www.corestandards.org/ELA-Literacy/L/7/1/)[CCSS.ELA-LITERACY.L.7.1.B](http://www.corestandards.org/ELA-Literacy/L/7/1/b/) | By the end of class, I can review simple and compound sentences.-I can gather information on complex sentences-I can practice writing complex sentences | -warm up-power point on complex sentences-practice worksheet for complex sentences |  -walk around the room duringwarm ups-have students come to the board during the power point | -modified warm ups-different narrative requirements | -final draft of narrative due Thursday |
| T[CCSS.ELA-LITERACY.L.7.1](http://www.corestandards.org/ELA-Literacy/L/7/1/)[CCSS.ELA-LITERACY.L.7.1.B](http://www.corestandards.org/ELA-Literacy/L/7/1/b/) | By the end of class, I can create complex sentences by combing strands of sentences. | -warm up-complex sentence mix and match activity | -walk around the room duringwarm ups-verbally go over mix and match activity-monitor mix and match activity | -modified warm ups-different narrative requirements | -final draft of narrative due Thursday |
| W[CCSS.ELA-LITERACY.L.7.1](http://www.corestandards.org/ELA-Literacy/L/7/1/)[CCSS.ELA-LITERACY.L.7.1.B](http://www.corestandards.org/ELA-Literacy/L/7/1/b/) | By the end of class, I can identify the differences between simple, compound, and complex sentences. | -warm up-Different types of sentences activity | -walk around the room duringwarm ups-collect activity worksheet | -modified warm ups-different narrative requirements | -final draft of narrative due tomorrow |
| TH[CCSS.ELA-LITERACY.L.7.6](http://www.corestandards.org/ELA-Literacy/L/7/6/) | By the end of class, I can make connections to the chapter 10 vocabulary words. | -warm up-Four square vocab packet1st box: The word2nd box: The definition3rd box: Connection to the word4th box: Draw the vocab word | -walk around the room duringwarm ups-collect warm ups-collect vocab squares | -modified warm ups-different amount of vocab words-printed out vocab list for some students | -finish vocab squares if not completed |
| F | No School |  |  |  |   |