

# Daily Planning Guide

Day: 1

## Enduring Understanding

The whole is greater than the sum of its parts.

## Essential Question (gives purpose for reading)

Is it better to work alone or in a group?

## Content Standards

English Language Arts Grade 7

**Reading Standard 3:** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Reading Standard 4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Speaking and Listening Standard 1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Sub-standard 1c:** Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**Sub-standard 1d:** Acknowledge new information expressed by others and, when warranted, modify their own views.

**Language Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

**Sub-standard 4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## Learning Objectives

Students will be able to recognize literary elements in order to understand how they are developed and interrelated throughout a text.

## Key Vocabulary Terms

Tier 1: setting, characterization, repetition, sensory image, symbolism.

Tier 2: diffident (read and act out), buckshot (show picture), pike (leave blank, multiple meanings, need context), hemp, gallows, scaffold, usurer, infidel, tallied, cross-beam, supple, henchman, capping sill, stark.

## Formal and Informal Assessments

### *Formative*

- Assess vocabulary knowledge before reading text (CCSS L4).
- Annotate poem, add to graphic organizer. Students analyze setting, character, repetition, sensory images, and symbolism (CCSS R3, R4).
- Group discussion on vocabulary and annotating 3<sup>rd</sup> section of poem. Students ask questions, of themselves and peers, about the text (CCSS S&L 1c,d).
- Class and group discussions on unknown words and annotating 2<sup>nd</sup> section of poem. Students in groups of mixed abilities (CCSS S&L1).

### Summative

- Vocabulary knowledge, annotations, and graphic organizer form part of summative assessment. (CCSS R3, R4).
- Quiz for homework focuses on word meaning (CCSS R4)

### Resources & Materials

- Promethean board to display notes.
- Online Hangman game: <http://www.hangman.no/>.
- Writing utensils: highlighter, different colored pencils/pens.
- Unit Packet
- Journals
- Card for exit slip

## **Instructional strategies & learning tasks**

### Introduction (15 minutes)

- Do Now: Display on Promethean. Write of a time you worked in a team (sports, family, school friends, community work, charity/fund raiser). Who did you work with? What did you achieve? Could you have achieved it alone? What did you like most about working in a group? What did you like least about working in a group? What would you do differently? What would you recommend to someone else who is about to work in a group?
- Share Do Now responses.
- Play Hangman, <http://www.hangman.no/> (displayed on Promethean, phrase is “I always win hangman”). Students will be randomly selected to pick a letter. Introduce language such as scaffold, cross-beam, gallows, hemp, and hangman. Emphasize their good teamwork, and how some of them might have solved it quicker by themselves, but others were glad to have teammates.
- Hand out unit packet and discuss the learning segment’s enduring understanding, essential questions, main activities and assessments (page one of unit packet).
- Go through each page of the packet with students , adding points to each page/activity.
- Assess vocabulary knowledge (Vocabulary Knowledge Rating). Students check relevant box for diffident, scaffold, capping sill, hemp, buckshot, gallows, stark, pike, alien, usurer, infidel, tallied, cross-beam, supple, henchman: ‘Know It’, ‘Have Seen It’, ‘???’ (page two of unit packet)
- Share responses in groups of three. Add notes/definitions to graphic organizer.
- Class discussion on remaining unknown words. Can add other unknown words to table as we read.

### I Do It: Teacher Directed Information (15 minutes)

- Introduce *The Hangman* by Maurice Ogden.. “Can anyone tell me what sort of poem this is? We read one last year, called *The Highwayman*, you made theme posters for it.”
- I Read/performance poem. Students look out for vocabulary words if still unknown.
- Think aloud for first section, annotating my copy displayed on Promethean. Underline important words, circle new words, place question mark next to confusing lines, explaining why I do so and what their significance may be. (page three of unit packet)
- I will ask a student to read a stanza before we analyze it.
- Focus on sensory images, “smelling of gold and blood and flame”, “no-one spoke”; symbolism, “gallows = power”, “yellow = cowardice”; repetitions “buckshot”, “gallows”, “yellow”; hangman description, “pacing”, “diffident”, “busy fist”; residents/speaker description, “innocent”, “dreading”, “respectful”, “relieved”.

- Students copy my annotations, and add their own.
- Complete first section of literary element chart, identifying setting, character, repetitions, sensory images, and symbolism. (page seven of unit packet)
- Update comprehension score sheet (page ten of unit packet).

#### Whole Class: Teacher and Students Together (7 minutes)

- Class read aloud second section. Annotate as a class. I model on Promethean. (page four of unit packet)
- Ask student to read aloud one stanza. Ask if any words are unfamiliar or can be added to graphic organizer, or if they have any questions. Refer students to first section to identify repetitions.
- Students add notes to literary element chart.
- Update comprehension score sheet.

#### Partner/Group Work (7 minutes)

- Class read aloud third section. (page five of unit packet)
- Students annotate in groups of three. I will circulate room, monitoring understanding, asking why they underlined certain words, what their significance might be.
- Students add notes to literary element chart.

#### Individual Work (7 minutes)

- Class read aloud fourth section. (page six of unit packet)
- Students annotate individually. I will closely monitor EL students, encourage them to look at previous sections to help identify literary elements, focus on how character descriptions are changing during poem.
- Students add notes to literary element chart.
- Update comprehension score sheet.

#### Closure (3-5 minutes)

- Exit Slip: Write about how a peer helped you and how you helped a peer today.
- Explain we will be performing a choral reading tomorrow.
- Set quiz for homework. Created in a Google Form and shared with students. Students who do not have access to computer at home can complete during advisory class or take home a paper copy.

#### ELD/SDAIE strategies

- ELs sat at table with another EL and students of slightly higher ability.
- Introducing vocabulary.
- Modeling annotation.
- Group work.
- Visual elements (Hangman game, show image of buckshot).
- Choral reading.
- Gradual release of responsibility.

### Appendix A – Written on Whiteboard

- Objective – I will be able to recognize literary elements (e.g. setting, character descriptions) in order to understand how they are connected.
- Vocabulary – See unit packet, setting, character, repetitions, sensory images, symbolism.
- Essential Questions – Is it better to work alone or in a team?
- Annotating Texts – Circle new words, Underline important words, ? Question the text.
- Today's Agenda – Welcome Back, Write Brain, Play Hangman, Introduce new unit, Review unit packet, Analyze and annotate *The Hangman*.
- What you need – Pen or pencil (two different colors), Journals, Reading logs.

### Appendix B – Displayed on Promethean board

- Write Brain – Write about a time you worked in a group or team.
  - Who did you work with?
  - What did you achieve?
  - Could you have achieved it alone?
  - What did you like most about working in a group?
  - What did you like least about working in a group?
  - What would you do differently next time?
  - What advice would you give to someone who is about to start working in a group?
- Various pages of the unit packet (see attachment)