

Mirrors and Windows Sample Exemplar Lesson Plan for Fourth 9 Week Period

Recommendations for Pacing during the Fourth 9 Week Period

Suggested Time Frame	Activity
1 week	I DO: Introduce Theme, Vocabulary, New Skills and Develop Background Knowledge
4 weeks	I DO/WE DO: Read the Extended Text, <i>Rikki-Tikki-Tavi</i> in its entirety and for close reading/routine writing and analyses. Read and write about the short texts, <i>The Green Mamba</i> , <i>Let Me Hear You Whisper</i> , <i>The Evolution of the Grocery Bag</i> , and <i>Going Ape Over Language</i> .
2 weeks	YOU DO: Research Project
2 weeks	YOU DO: Narrative Writing/Skill Review/9 Weeks Assessment

FOURTH 9 WEEK LESSON PLAN: Components

Reading Complex Texts			Writing about Texts
Type of Text	Title/Author	Reading Activity	Routine Writing and Analyses
Extended Text	<ul style="list-style-type: none"> <i>"Rikki-Tikki-Tavi"</i> M/W p.86-97 Grade Level Equivalent: 6.4 Lexile Measure: 810L Guided Reading Level: M 	<ul style="list-style-type: none"> Read entire story as a class Re-read selected passages for Close Reading 	<ul style="list-style-type: none"> Write short responses to text-dependent questions while Close Reading Prediction Writing Response Writing
Short Texts: Literature	<ul style="list-style-type: none"> <i>"The Green Mamba"</i> M/W p. 98-104 <i>"Let Me Hear You Whisper – A Drama"</i> M/W p. 670-682 	<ul style="list-style-type: none"> Read document silently & independently Re-read document orally & discuss 	<ul style="list-style-type: none"> Compare and Contrast paper Persuasive Essay Summary Writing
Short Texts: Informational	<ul style="list-style-type: none"> <i>The Evolution of the Grocery Bag</i> <i>Going Ape Over Language</i> M/W p. 683-686 	<ul style="list-style-type: none"> Read silently & independently Re-read orally & discuss 	<ul style="list-style-type: none"> Informative paper Author's Purpose
RL/RI 7.10			W 7.1,2,4,5,6,10



ELA Common Core Standards – 2 nd Nine Weeks					
Cite Evidence	Analyze Content	Study & Apply Grammar	Study & Apply Vocabulary	Conduct Discussions	Report Findings
RL/RI 7.1:	RL/RI 7.2-9 SL.7.2: SL.7.3:	L.7.1: L.7.1a: L.7.1b&d: L.7.1c: L.7.2: L.7.2a: L.7.2b: L.7.3: SL.7.6:	L.7.4: L.7.4a: L.7.4b: L.7.4c: L.7.4d: L.7.5: L.7.5a: L.7.5b: L.7.5c: L.7.6:	SL.7.1:	SL.7.4: SL.7.5: SL.7.6:



Research Project	Narrative Writing
<p>Group Project: 2 weeks (research and presentation)</p> <p>Research an animal that is native to Arkansas, or US, that is dangerous.</p> <ul style="list-style-type: none"> • Venomous Snakes • Poisonous Spiders • Mammals, ex: Wildcats • Fish and Game <p>Present a formal written document and an informal oral presentation about the topic you researched.</p> <p>Presentations may include:</p> <ul style="list-style-type: none"> • Podcast/video/Power Points... • Text with facts • Images depicting the setting and scenes 	<p>Write a Narrative paper on one of the following alternate endings:</p> <ul style="list-style-type: none"> • Bravery comes from • The <i>human</i> qualities they give animals in a story help the story by • Write your own story with an animal in it. • My knowledge of snakes..... • A good snake story I experienced • Animals in movies
W7.7,8,9 RL/RI7.1-10	W7.1,2,4,5,6,10

I CAN Statements:

I CAN describe the relationship between characterization techniques and the development of theme in a story.

I CAN cite textual evidence, especially as it relates to characterization.

I CAN explain the importance of balancing historical accuracy with “creative license” when writing historical fiction; evaluate the ways in which authors achieve that balance.

I CAN explain the historical context of a story and how authors make historical fiction believable.

I CAN compare and contrast characters and settings across stories from different countries about the Middle Ages.

I CAN write the “Character with Character” narratives that use effective techniques, relevant descriptive details, and well-structured event sequences.

TEC TeachK12