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| COHEA Weekly Lesson Plan  Date: 8/26-8/30/19 Teacher Name: Rachel Roman Course: 7 ELA Period(s): 2, 6 | | | |
| **Standard(s):**  LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  LAFS.7.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  **Student Objective(s):**  SWBAT explain and identify symbolism, theme, and the hero’s journey in a literary work. SWBAT to use the Cornell note system. SWBAT track their ORF data.  **Essential Question(s):**  What is symbolism? What is theme?  What are the symbols and themes in Percy Jackson?  What is the hero’s journey and how does it apply to Percy Jackson? | **ESOL Strategies:**  ■ Audiovisual   * Individual Help   ■ Summarizing   * Choral Reading * Manipulatives   ■ Making Notes   * Demonstration   ■ Modeling   * Think/Pair/Share * Extended Time * Oral Testing * Underlining/ Highlighting   ■ Graphic Organizer  ■ Verbal Response   * Repetition   ■ Write Key Words  ■ Illustrations & Diagrams   * Rephrasing & Simplifying * Other | | **IEP/504 Accommodations**  ■ Flexible Presentation   * Flexible Recording   ■ Flexible Response   * Flexible Scheduling * Flexible Setting * As stated on IEP * Other   **Students:** J.K.A., A.L., J.C., E.F., J.P., G.R., A.R. |
| **S.T.E.M. Instructional Component Type:**  ■ Problem Solving Task   * Model Eliciting Activity * Engineering * Real-World Situation   **Materials Needed:**  Cornell notes sample  Chart paper  Plot map  Hero’s journey video  Gallery Walk pictures  Gallery Walk worksheets  Student data charts  ORF testing materials | **S.T.E.M. Activities Categories:**  **Teacher Led Activities:**  ■ Direct Lecture and Notes  ■ Guided Discussions  ■ Guided Technology/Support  **Student Engaged Activities**  ■ Problem solving task   * Projects * Real world solution concept maps, clusters, posters, PPT, etc   **Student Group Led Activities**  ■ Researching/Problem Solving  ■ Collaborative Presentation   * Creating/Building Models | | **STEM Process:** Goal, Imagine, Create, Improve, Communicate  **Goal:** Complete Percy Jackson plot map. Define and apply symbolism, theme, and hero’s journey to Percy Jackson.  **Ask**:  ■ What is the problem/goal?  ■ What are possible solutions?   * What have others done?   **Imagine**:  ■ What are the possibilities?   * What else can be done? * What is the best solution?   **Plan:**   * Is the plan possible? * Where should I start? * What materials are needed?   **Create**:   * Can a model be made? * Have I followed the plan?   ■ Does it meet the goal?  **Improve**:  ■ Does it work?  ■ What will make it better?   * What can be done differently?   **Communicate:**   * Are changes needed?   ■ What do others think?  ■ Is the problem solved? |
| **Teacher Notes:** | | **Vocabulary:** symbolism, symbols, signify, abstract, theme, hero’s journey, monomyth, status quo, threshold | |
| **Day 1**  **Agenda**   1. Bellringer: Free Write—Percy Jackson is about… 2. Lesson Activities: Review Cornell notes. Symbolism Cornell notes. Theme Cornell notes. Brainstorm symbolism and themes in Percy Jackson in groups, then as a class using chart paper. 3. Closing/Exit Slip: Cornell notes summaries.   **Assessment:**  formative—observational, summaries, charts; ORF silent and oral  **Home Learning:** Supplies, Edmodo account | | | |
| **Day 2**  **Agenda**   1. Bellringer: Free Write—Why did Rick Riordan create Percy Jackson? 2. Lesson Activities: Review plot map. Gradual Release model filling it out (We Do: Exposition, You Do Together: Rising-Falling action, You Do: symbolism and theme). Discuss “You Do” as a class. 3. Closing/Exit Slip: Plot map.   **Assessment:**  formative—observational, plot map, ORF silent and oral  **Home Learning:** Supplies | | | |
| **Day 3**  **Agenda**   1. Bellringer: Free Write—What would I have done if I had been in Percy Jackson’s position? 2. Lesson Activities: Hero’s journey video and Cornell notes. Hero’s Journey gallery walk. 3. Closing/Exit Slip: Cornell notes summaries, Gallery walk worksheets   **Assessment:**  formative—observational, summaries, gallery walk worksheet  **Home Learning:** Supplies | | | |