

LESSON PLANS FOR 9/8—9/12

MONDAY

1. Start Up: Pull out your 1st Draft paragraph on your Dominant Multiple Intelligence and staple it under your Pre-Writing Sheet, and put in one neat pile. Then pull out your planners and Quietly write down this week's due dates from the flip chart (or internet if you are absent) in your planner. When done, work on the Daily Quote Grammar Review and complete the identification of the Nouns, Pronouns, Verbs, Adverbs
 - a. Do Student/group of the week (if any)
2. Review: When can you make up the vocab test if absent? How many parts are there to the paragraph? Why is the number "3" important? What are transitions? Why do we use transitions? What are Identifiers? Why?
3. Get your copies of your vocab tests "Audi" and "Dict" to put into you binders
4. Organize your Vocab Parts A, B, C , test and your Grammar Nouns, Pronouns, Verbs in your binders under Vocab for vocabulary
5. Homework: Read over the "Format For the Paragraph" pgs. 1-2 and the paragraph examples on pgs. 11-12 for Block Day and make sure that you have purchased your Flash Drive no later than Block Day

TUESDAY

1. Start Up: Pull out your Daily Quote Grammar Review and Quietly complete the Grammar Review
 - a. Go over the Daily Grammar Review
2. Review: What is a main verb? Helping verb? How many parts are there to the paragraph? Why is the number "3" important? What are transitions? Why do we use transitions? What are Identifiers? Why?
3. Discuss: Why do we need to work on writing? What is Pre-writing? What are ways to pre-write? Why Edit? What needs to be in the TS, PT, EX, CS sentences?
4. **Look at things to do and use when writing a paragraph: pre-write sheet (pgs 18-19), Transitions (pg 20), Mult. Intell. Assignment with the "Cheat Sheet," and paragraph examples (pgs 11-12 of the Format for the Paragraph Packet). Make sure that you use your resources and those on line**
5. Introduce Peer-editing and PQPing (pgs. 48-50) and then apply to the "My Day" paragraph handout from pages 11 and 50 of the Writing Packet
6. Homework: Re-Read the "Format For the Paragraph" and the paragraph examples on pgs. 11-12

WEDNESDAY/THURSDAY (BLOCK)

1. Start Up: Pull out your "Format for the Paragraph" Get a copy of the "Common Mistakes in Paragraphs" Packet and quietly read over pgs. 54-56
2. Work on the Daily Quote Grammar Review and go over it
3. Review: Why do we need to work on writing? What is Pre-writing? What are ways to pre-write? Why Edit? What needs to be in the TS, PT, EX, CS sentences?
4. Focus and discuss the main problems to correct in paragraph writing in the Common Mistakes packet
5. Hand back 1st drafts of the Multiple Intelligences Paragraph, explain the no talking/only writing comments rule in class and how we run the writing workshop in class
 - a. Exchange papers in your groups (if absent someone at home must do your Peer-Editing/PQPping following pgs. 48-51) and use pgs. 48-51 to guide your commenting
6. When you get your paragraphs back, begin looking at ways to revise and make it stronger; then, begin inserting ideas to prepare for a close to perfect as possible polished typed final draft due Fri. 9/12
 - a. **Use the "Format for the Paragraph," your "Cheat Sheet," and pages 5-6, 14-15, 54-56, 58-62 of the Writing Packet on line to make sure you avoid all the costly errors and are able to get the highest grade possible on the final draft**
 - b. **Handout the "Paragraph Check List" and use to make sure that you have done everything correctly before you print your final draft. If your printer really fails, you can save it to your flash drive and print it at school, or email me your final draft (no excuses)**
7. Homework: complete your revised, improved, close to perfect as possible typed final draft of Mult. Intel. paragraph for Fri. 9/12; MAKE SURE THAT YOU SAVE THIS TO YOUR FLASH DRIVE!! Plus, Study for the Nouns, Pronouns, Verbs, Adjectives, and Adverbs Test

FRIDAY

1. Start Up: Pull out your Final Drafts of Multiple Intelligences, staple under your other Draft, and turn in one neat pile. Then, pull out something to write with, sharpen pencils if necessary, and get ready to take the Nouns, Pronouns, Verbs, Adjectives, and Adverbs Quiz

- a. Collect, redistribute, Grade
 - b. Discuss
2. Review: What are Nouns? Pronouns? Verbs? Adjectives? Adverbs? Why do we need them?
3. Introduce True Colors as it connects to “Knowledge is Power” and “Journey Towards Self-Discovery”
 - a. Pull out a piece of paper, put your Name, Date, Period in the upper left-hand corner
 - b. Write the four colors at the top of the their paper Blue, Green, Gold, Orange
 - c. Show the 4 true color pictures, show them again and have students decide and Rank Order with the #4 for what they think is the most like them, #3 for next, #2, and then #1 for least like them
 - d. Describe each color to students and then have them decide to keep the same rank order and/or change their rank order. **REMEMBER, do not worry about what other people think, so be honest with yourself!**
 - e. Hand out the True Colors Packet and have them begin filling in their rank order at the top under each color, then complete the survey
 - i. To complete the survey, students need to read each and every word going across and then rank order them 4 for most to 1 for least like them. Then go to the next line and repeat
 - ii. Key here is to make sure that students read all the groups of words in each horizontal line before they decide most to least
4. Homework: Complete your True Colors evaluation for Mon. 9/15 Do Not Lose this!