



Needwood Middle School
2023-2024
Daily Agenda/Lesson Plan



Teachers:	Weikel/ Hildebrant/ Roberson/ Taylor/ Wilbur/ Bjornay/ Sweeney Reality Check (What can blur the lines between what's real and what's not?)				
Date:	3/25	3/26	3/27- 7th Grade Book Fair Day	3/28	3/29
Assignment Overview	<p>Achieve Day</p> <p>Achieve: Digging into Dreams</p> <p>Skill: Text Features</p> <p>RI5</p> <p>Activator: Why do we dream? TedTalk</p> <p>**Yes... You must do the writing. Achieves count as a quiz grades!</p> <p>Language: IXL DD4: Is the sentence simple, compound, complex, or compound-complex?</p> <p>Achieve Extra Credit: Ask the Scientist: Mysteries of the Mind</p> <p>** You must score 75% or higher for credit.</p>	It's Field Day! Yay!!!	<p>Activator: Why do we dream?</p> <p>Compare Poem and Informational Text</p> <p>A Dream Within a Dream by Edgar Allan Poe and The Stuff of Dreams by Stephen Owens</p>	<p>Write an <u>Informational Essay</u></p> <p>Think about the three passages we have read this week. Then write an informative constructed response in your own words explaining how dreams can blur the lines between what's real and what's not.</p>	<p>Reading Reaction</p> <ul style="list-style-type: none"> • Strategies • Exemplars • Template <p>25 Extra Credit Points for turning it in today!</p> <p>Book Club</p> <ul style="list-style-type: none"> • Ender's Game • Monster
Standards:	Standards 1, 2, 3, 4, 5, 6		RL 1 &4; RI1,2, 4, 5, 6, & 9 L4c, L2, & L1b	W2 &4	RL and RI 10
Learning Target:	I can read and demonstrate comprehension of informational texts RI 10		I can analyze (break down) how two or more authors writing about the same topic shape their presentations of key information	I can write an informational response explaining how dreams can blur the lines between what's real and what's not.	I can demonstrate my comprehension of a book that I have read independently. (RL and RI 10)
Success Criteria:	<p>Did I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch activator video <input type="checkbox"/> Preview my vocabulary <input type="checkbox"/> Read the article <p>Can I ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the main idea <input type="checkbox"/> Determine the meaning of words or phrases as used in the text 		<p>Poem</p> <p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the rhyme scheme of the poem <input type="checkbox"/> Explain how the use of alliteration impacts the poem <input type="checkbox"/> Explain the impact of repetition on the meaning of the poem 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restate and answer the prompt <input type="checkbox"/> Cite evidence from both sources <input type="checkbox"/> Explain how my evidence supports my position <input type="checkbox"/> Sum up my position 	<p>Do I...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have a book that is of interest to me <input type="checkbox"/> Have my independent reading response folder <p>Did I....</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read at least 25 pages of my book this week

	<input type="checkbox"/> Explain the author's purpose <input type="checkbox"/> Determine cause and effect <input type="checkbox"/> Distinguish fact from opinion <input type="checkbox"/> Complete the thought question using my rubric. <input type="checkbox"/> Cite several pieces of text evidence to support my analysis of the text		<input type="checkbox"/> Develop a theme statement for the poem Informational Text I can... <input type="checkbox"/> Define coma, data, neuroscientist RI 4 <input type="checkbox"/> Determine author's purpose RI 6 <input type="checkbox"/> Choose best summary of the text RI 2 <input type="checkbox"/> Explain text structure RI 5 <input type="checkbox"/> Cite evidence to support my analysis RI 1 For both I can... <input type="checkbox"/> Explain what both author's say the relationship between dreams and reality is.		<input type="checkbox"/> Use my rubric to write a constructed response that demonstrates (shows) my personal connections to the book I am reading. <input type="checkbox"/> *** Include my focus skill of Figurative Language (page #, example, Identification, and explanation)
Differentiation	<p>Achieve lessons are differentiated by each student's independent reading level.</p> <p>The special education teacher will provide students with disabilities (SWD) additional assistance based on IEP accommodations and modifications such as:</p> <ul style="list-style-type: none"> • read questions and answer choices aloud, • explaining/clarifying • provide a fill-in-the-blank model to answer the constructed response question • assistance with spelling on the constructed response 				