

SUMMER SCHOOL TEACHER GUIDE



ELA/7th

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Summer School Curriculum Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons
- One (1) day post-test review and post-test
- One (1) day of reviewing lessons, retake daily post-tests, and makeup missed lessons.

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

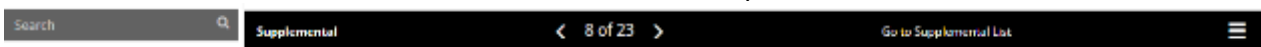
Classroom Schedule – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities (We Do)** – 20 minutes
- **Supplemental** – 20 minutes (*BrainPOP, Flocabulary, Nearpod, Learn360, Others, etc.*)
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Foundational or Practice Skills** – 30 minutes (Students will breakout for small group instruction.)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-Test (They Do) – 30 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lesson for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- **Lessons** with Content Area, Videos, and Activities
- **Supplemental** Teacher Resources:
 - Click on Supplemental
 - Click on Resource to view (Example: Flocabulary, BrainPOP, Others)
 - Teacher will review with the students the items that need to be completed.
 - Teachers can select additional Supplemental Resources as needed if time permits.
 - To view another resource once you are in a resource, use the Toggle Sidebar in the top right-hand corner. It has three dashes. An example is listed below.



- **Post-Test** – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some subjects may have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: 7th/ELA

Day: 1

Topic/Lesson Title & Grade Results #: Reading Literature/Cite Evidence and Make Inferences: Lesson 1

Objective(s): Students will

- Read and understand the explicit meaning of the short story.
- Make use of textual evidence to infer meaning from the short story.

Guiding Question(s):

- What is textual evidence?
- What is an Inference?
- What does cite mean?
- How do you draw an inference?
- What does explicitly mean?

TN Curriculum Standard(s): 7.RL.KID.1- Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Babysitter:** A person engaged in caring for children when the parents are not home.
- **Baggie:** A small bag.
- **Gulped:** Utter or make a noise.
- **Mess up:** destroy or ruin.
- **Mower:** Garden tool for mowing grass on lawns.
- **Nightmare:** A situation resembling a terrifying dream.
- **Weeds:** Grass or unwanted plants.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to read and understand explicit and implicit evidence, understand the elements of story, know how to compare texts of multiple genres, and read and comprehend texts. In this lesson, we will also discuss how to draw inferences. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Explicit and Implicit Information

Slide 3. Analyzing a Text - The Fish Story

Slide 4. Explicit Meaning of the Text

Slide 5. Inference Drawn from the Text

Slide 6. Citing Textual Evidence

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 min): As a whole group, complete the following Grade Results Practice Activities. Discuss. Then, move to the Supplemental activities below.

Slide 7. Drag and Drop Activity - *The Fish Story*

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

➤ Page 1: Flocabulary- “Making Inferences”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 2

Topic/Lesson Title & Grade Results #: Reading Literature/Central Idea: Lesson #2

Objective(s): Students will:

- Determine the central idea of the text.
- Read, analyze, and annotate the text for evidence of central idea.

Guiding Question(s):

- What is a topic?
- What is a central idea?
- How is topic different than central idea?
- How can you determine the central idea?
- What are key details?
- What are supporting details?
- What is a summary?

TN Curriculum Standard(s): 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Chateau:** An impressive country house.
- **Dispirited:** showing no enthusiasm.
- **Narcissism:** An exceptional interest in and admiration for something.
- **Obsessed:** Having or showing excessive or compulsive concern with something.
- **Portrait:** A picture of a person's appearance.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify the central idea of a text, and how it is developed throughout the course of the text. During this time students will follow along, taking notes and annotating, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Understanding the Central Idea

Slide 3. Summary - "The Oval Portrait"

Slide 4. Analysis of the Story

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 5. Word Choice and Central Idea

Slide 6. Activity - Central Idea

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary-Theme in Literature

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA/7th _____

Day: 3 _____

Topic/Lesson Title & Grade Results #: Reading Literature/Elements of Story: Lesson #3 _____

Objective(s): Students will be able to

- Identify the elements of a story.
- Describe the elements of a story.
- Identify the interaction between the various elements of story.

Guiding Question(s):

- What are story elements?
- What are the five major story elements?
- What is Plot?
- What are the four major types of conflicts?
- How do the interactions between the various elements develop the story?

TN Curriculum Standard(s): 7.RL.KID.3- Analyze how specific elements of a story or drama interact with and affect each other.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Characters:** The people, animals, mythological, or imaginary creatures in the story.
- **Conflict:** The struggle between two people or things.
- **Indubitable:** Impossible to doubt.
- **Inevitable:** Unavoidable.
- **Meadow:** A piece of grassland.
- **Plot:** A series of events/actions that take place in the story.
- **Prudent:** Showing care and thought for the future.
- **Refrain:** To not do something.
- **Setting:** The time and location where a story takes place.
- **Theme:** The message conveyed through a story.
- **Usher:** Show or guide.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify story elements/components for the purpose of analyzing how the elements connect and interface, including how the setting shapes the characters' action and advances/moves forward the plot. During this time students will follow along, taking notes and annotating, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Elements of a Story

Slide 3. Setting

Slide 4. Characters

Slide 5. Plot

Slide 6. Conflict

Slide 7. Theme

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 8. Interaction among the Elements of Story-“Oliver Twist” by Charles Dickens

Slide 9. Activity - Elements of Story - “Black Beauty” by Anna Sewell

Slide 10. Drag and Drop Vocabulary Activity

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page1: Flocabulary- “Elements of a Story”
- Page 2: Safari- “Elements of Fiction”
- Page 3: Flocabulary- “Elements of Plot”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “**Lesson Review**” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest/Notes Review (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 4

Topic/Lesson Title & Grade Results #: Reading Literature/ Point of View: Lesson 4

Objective(s): Students will be able to

- Understand various viewpoints in the text.
- Analyze how an author develops and contrasts the points of view of different characters.

Guiding Question(s):

- What is a narrator?
- What is point of view?
- What are the different types of point of view?
- How do you determine the narrator's point of view?

TN Curriculum Standard(s): 7. RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Audacious:** Invulnerable to fear.
- **Burglar:** A thief who enters a building with intent to steal.
- **Conspirator:** A member of a conspiracy.
- **Dwarf:** A person who is markedly small.
- **Flummoxed:** Unable to think clearly.
- **Hobbit:** An imaginary being similar to a person but smaller and with hairy feet, invented by J.R.R. Tolkien.
- **Wizard:** One who practices magic

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain determine a character's or narrator's point of view (literary position from which the literary text is being related to the reader) and analyze how an author contrasts the point of view (literary position from which the literary text is being related to the reader) of different characters and narrators. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Introduction

Slide 3. Points of View

Slide 4. The Hobbit or There and Back Again - A Short Summary

Slide 5. Analyzing Author's Use of Points of View

Slide 6. Analyzing Author's Development of Points of View of Characters in The Hobbit

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 7. Activity - Character's Points of View

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Point of View”
- Page 2: Safari- “What is Point of View”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 5

Topic/Lesson Title & Grade Results #: Reading Literature/ Figurative Language and Literary Devices: Lesson 5A/5B

Objective(s): Students will be able to

- Learn how figures of speech are used in context.
- Analyze how biblical references are used by writers.
- Understand mythological allusions are used by writers to create special effects in the minds of the reader.

Guiding Question(s):

- What is figurative language?
- What are allusions?
- Why do authors use figurative language in literary texts?

TN Curriculum Standard(s): L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms: Lesson 5A

- **Abstract:** Existing in thought or as an idea but not having a physical or concrete existence.
- **Attribute:** A quality in someone or something.
- **Commentator:** Expert who observes and comments on something.
- **Compare:** To examine in order to note the similarities or differences of something.
- **Fictional:** Formed or conceived by imagination.
- **Mythology:** Set of stories connected with a culture or person.
- **Wise:** Having wisdom or discernment.

Attendance (5mins): Take in PowerSchool

Lesson 5A

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify and distinguish figurative language from literal language in writing and analyze its meaning. Students will also determine the impact figurative language has in a text. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Figures of Speech

Slide 3. Figures of Speech (contd...)

Slide 4. Commonly used Figurative Language

Slide 5. Simile

Slide 7. Metaphor

Slide 9. Personification

Slide 11. Hyperbole

Slide 12. Allusion

Slide 13. Most Popular Allusions

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (15 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 6. Activity – Simile

Slide 8. Activity - Metaphors

Slide 10. Activity - Personification

Slide 14. Activity - Figures of Speech

Additional Teacher Resources: N/A

Lesson 5B

Objective(s): Students will be able to

- Identify figurative and connotative meanings.
- Explain the impact of literary devices on a text.

Guiding Question(s):

- What is connotative meaning?
- What is denotative meaning?
- What impact does the connotative meaning of words have on a text?

TN Curriculum Standard(s): RL.7.4 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.

Key Vocabulary/Terms: Lesson 5B

- **Abstract:** Existing in thought or as an idea but not having a physical or concrete existence.
- **Attribute:** A quality in someone or something.
- **Commentator:** Expert who observes and comments on something.
- **Compare:** To examine in order to note the similarities or differences of something.
- **Fictional:** Formed or conceived by imagination.
- **Mythology:** Set of stories connected with a culture or person.
- **Wise:** Having wisdom or discernment.

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify and distinguish figurative language from literal language in writing and analyze it's meaning. Students will also determine the impact figurative language has in a text. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Figurative and Connotative Meanings

Slide 3. The Diary of a Young Girl by Anne Frank

Slide 4. Literary Devices in The Diary of a Young Girl

Slide 5. Metaphor

Slide 6. Hyperbole

Slide 7. Imagery

Slide 8. Idioms

Slide 9. Impact of Sound Devices on a Poem

Slide 10. Rhyme

Slide 11. Alliteration and Refrain

Slide 12. Assonance

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 13. Drag and Drop Activity

Supplemental: Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Figurative Language”
- Page 2: Flocabulary- “Alliteration & Assonance”
- Page 3: Grade Results- “Analyzing Fiction”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 6

Topic/Lesson Title & Grade Results #: Reading Literature/Introduction to Writing Poems: Lesson 6

Objective(s): Students will be able to

- Demonstrate his or her ability to write a poem using a specific structure.
- Explain how narrative techniques can aid in character development, depiction of events, settings, and experiences.
- Demonstrate his or her ability to employ narrative techniques in writing.

Guiding Question(s):

- What is a poem?
- What are rhyme schemes?
- How do you determine the structure of a poem?
- What is a line/stanza?
- How does a poem's form or structure (e.g., soliloquy, sonnet) contribute to its meaning?

TN Curriculum Standard(s): 7. RL.CS.5- Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Acrostic poem:** A poem where the first letters of the lines spell out a word or words if you read them vertically.
- **Haiku:** A Japanese poetry form.
- **Meter:** A way of measuring a line of poetry based on the rhythm of the words.
- **Poetry:** A piece of literature written in meter or verse expressing various emotions.
- **Prose:** Ordinary speech or writing.
- **Sonnets:** Rhymed poems.
- **Stanza:** A group of lines in a poem.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify common elements found within the components of poems. Students will also analyze the form and/or structure of poems in order to analyze the contribution of the form and/or structure of the poem to its meaning. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. What is Poetry?

Slide 3. Figurative Language in Poetry

Slide 4. Figurative Language in Poetry (contd...)

Slide 5. Figurative Language in Poetry (contd...)

Slide 6. Figurative Language in Poetry (contd...)

Slide 8. Rhyme Schemes

Slide 10. Feelings and Poetry

Slide 11. Feelings and Poetry (contd...)

Slide 12. Feelings and Poetry (contd...)

Slide 13. Feelings and Poetry (contd...)

Slide 14. Feelings and Poetry (contd...)

Slide 15. Feelings and Poetry (contd...)

Slide 16. Feelings and Poetry (contd...)
Slide 17. Feelings and Poetry (contd...)

Slide 18. Feelings and Poetry (contd...)

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

- Slide 7. Activity - Figurative Language
- Slide 9. Activity - Rhyme Schemes
- Slide 19. Activity - Introduction to Writing Poems

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Rhyme & Rhythm”
- Page 2: Flocabulary- “What is Poetry?”
- Page 3: Flocabulary- “Maya Angelou & Resilience”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review) (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review) (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain relevancy of the concept to their life or how they might use it

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 7

Topic/Lesson Title & Grade Results #: Reading Information/ Determine the Central Idea of the Text: Lesson 7

Objective(s): Students will be able to

- Determine the central idea of the informational text.
- Analyze how the central idea is shaped and refined by specific details in the text.
- Provide an objective summary of the text.

Guiding Question(s):

- What is a topic?
- What is a central idea?
- How is topic different than central idea?
- How can you determine the central idea?
- What are key details?
- What are supporting details?
- What is a summary?

TN Curriculum Standard(s): 7.RI.KID.2- Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Dispersion:** Spreading widely or driving off.
- **Drones:** Stingless male bee in a colony of social bees.
- **Hive:** Store.
- **Indispensable:** Absolutely necessary.
- **Resents:** Feel bitter or indignant about.
- **Tawny:** Of a light brown to brownish-orange color.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to determine the central idea of a text, analyze its development throughout the text, and understand how the central idea is shaped by specific details from the text. Students will also practice writing an objective summary. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Video - Identifying the Central Idea

Slide 3. Understanding Ways to Find the Central Idea

Slide 4. Finding the Central Idea in a Non-fiction Passage

Slide 5. Ways to Write an Objective Summary

Slide 6. Writing an Objective Summary

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 7. Let us Practice- "*Girls and Athletic*" published by American Sports Publishing Company

Supplemental (15 min): Complete all that apply in each lesson: "**Video, Read**", "**Vocab Cards**", "**Vocab Games**", "**Lyric Lab**"

➤ Page 1: Flocabulary- "Martin Luther King Jr. & Leadership"

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results "**Lesson Review**" to provide a brief review of the day's lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 8

Topic/Lesson Title & Grade Results #: Reading Information/ Inference: Lesson #8

Objective(s): Students will be able to:

- Define inference.
- Understand the process of making an inference.
- Make inferences based on text and prior knowledge.
- Understand the importance of making inferences.
- Practice the ways to improve inferring skills.

Guiding Question(s):

- What is textual evidence?
- What is an Inference?
- What does cite mean?
- How do you draw an inference?
- What does explicitly mean?

TN Curriculum Standard(s): 7.RI.KID.1, 7.W. RBPK.9 - Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.; Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Categorize:** Place in a particular class or group.
- **Comprehension:** The ability to understand something.
- **Conclusion:** A judgement or decision reached by reasoning.
- **Cripple:** Cause a severe problem.
- **Explicit:** Stated clearly in detail.
- **Inference:** A conclusion reached on the basis of evidence and reasoning.
- **Logical:** According to sound reasoning and rules of logic.
- **Moored:** Secured by a cable (a ship or a boat) to the shore or to an anchor.
- **Motive:** A reason for doing something.
- **Prediction:** The action of foretelling that something will happen in the future.
- **Strategic:** Relating to the gaining of overall or long-term military advantage.
- **Traitor:** A person who betrays someone or something, such as a friend, cause, or principle.
- **Verdict:** A decision on an issue of fact in a civil or criminal case or an inquest

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to read and understand explicit and implicit evidence, understand the elements of story, know how to compare and

contrast texts of multiple genres, and read and comprehend texts. In this lesson, we will also discuss how to draw inferences. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. What is Inference?

Slide 3. Making Inference Based on Text and Prior Knowledge

Slide 4. Making Inference Based on Text and Prior Knowledge (contd...)

Slide 6. Traitor

Slide 7. Traitor (contd...)

Slide 8. The Importance of Making Inference

Slide 10. Ways to Improve Inferring Skills

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 5. Activity - Making Inference Based on Text and Prior Knowledge

Slide 9. Activity - The Importance of Making Inference

Slide 11. Activity - Making Inferences

Slide 12. Activity - Making Inferences

Supplemental (15 min): Complete all that apply in each lesson: “Video, Read”, “Vocab Cards”, “Vocab Games”, “Lyric Lab”

➤ Page 1: Flocabulary- “Making Inferences”

➤ Page 2: Flocabulary- “The Alamo”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA _____

Day: 9 _____

Topic/Lesson Title & Grade Results #: Reading Information and Word Choice Using Connotation and Denotation: Lesson #9A/9B

Objective(s): Students will be able to

- Analyze the impact of word choice on a text.
- Determine the meanings of words or phrases used in a text.

Guiding Question(s):

- What is a prefix?
- What is a root word?
- What is a base word?
- What is a suffix?
- What is *Parallelism*?
- What is figurative meaning?
- What are context clues?
- What is tone?
- How does the tone have an impact on the reader's beliefs and/or actions?

TN Curriculum Standard(s): 7.RI.CS.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Lesson 9A

- **Assortment:** A group or collection of different things or people.
- **Distortion:** To change something so that it is no longer true, natural, or normal.
- **Endeavor:** To seriously or continually try to do something.
- **Formulate:** To create, invent, or produce something by careful thought and effort.
- **Heritage:** The traditions, achievements, beliefs, etc., that are part of the history of a group or nation.
- **Negotiate:** To agree on something by formally discussing it.
- **Precise:** Very accurate and exact.
- **Splinter:** A thin, sharp piece of something that has broken off a larger piece.
- **Squeeze:** To press together the parts and especially the opposite sides of something.
- **Sweltering:** Very hot

Attendance (5mins): Take in PowerSchool

Lesson 9A

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to determine if an unfamiliar word or phrase is a figurative word or phrase, a connotative word or phrase, or a technical word or phrase as well as determine its meaning using words parts and context clues. In this lesson, we will also determine an author's tone based on the collection of words used to communicate information. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Introduction

Slide 3. Figurative Meaning

Slide 5. Figurative Meaning (contd...)

Slide 6. Connotative Meaning

Slide 7. Tone of the Text

Slide 8. Tone of the Text (contd...)

Slide 9. Chiasmus (contd...)

Slide 10. Parallelism

Slide 11. Antithesis

Slide 12. Idioms

Slide 13. Technical Meanings

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Figurative Meaning

➤ Drag and Drop Activity (#14)

Lesson 9B

Objective(s): Students will be able to

- Understand connotation.
- Describe the differences between connotation and denotation.
- Distinguish shades of meaning.

Guiding Question(s):

- What is denotative meaning?
- What is connotative meaning?

TN Curriculum Standard(s): 7. RI.CS.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.

Key Vocabulary/Terms: Lesson 9B

- **Connotation:** The idea that is implied or suggested.
- **Denotation:** This is the literal meaning found in dictionary.
- **Fragrance:** A pleasant scent.
- **Time-tested:** Useful over a long span of time.

Lesson Introduction (I Do) (15 Min): The instructor will use the Grade Results content found below to teach/explain how to identify and distinguish the different types of connotative meanings from denotative meanings. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Denotative and Connotative Meaning

Slide 3. Types of Connotations

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Types of Connotations

Supplemental: Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

➤ Page 1: Flocabulary- “Word Choice”

➤ Page 2: Flocabulary- “Tone and Mood”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 10

Topic/Lesson Title & Grade Results #: Reading Information/ Author's Purpose and Point of View: Lesson #10

Objective(s): Students will be able to

- Learn the purposes behind an author's writing.
- Know the author's viewpoint with respect to a text.
- Understand the differences between author's purpose and point of view.

Guiding Question(s):

- What is an author's point of view?
- What is an author's purpose?
- What are the different types of author's purpose?

TN Curriculum Standard(s): 7. RI.CS.6- Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Author's purpose:** The reason why an author writes a text.
- **Author's viewpoint:** The opinion, beliefs, thoughts, and feelings of an author about a topic.
- **Describe:** To give a vivid image about a place, person, or thing.
- **Entertain:** To amuse the readers with an interesting story.
- **Inform:** To give information about something.
- **Persuade:** To convince someone about something.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to determine the author's purpose and point of view. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Author's Purpose

Slide 3. To Inform

Slide 4. To Entertain

Slide 5. To Persuade

Slide 6. To Describe

Slide 7. Author's Viewpoint

Slide 8. Author's Viewpoint (contd...)

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. (If time permits, move on to the Supplemental activities below).

Slide 9. Drag and Drop Activity

Supplemental (20 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Author’s Purpose”
- Page 2: Grade Results- “Understanding an Author’s Purpose”
- Page 3: Grade Results- “The Author’s Purpose”
- Page 3: Grade Results- “Author’s Purpose with PIE”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (10 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 11

Topic/Lesson Title & Grade Results #: Reading Information/ Connections in Text: Lesson #11

Objective(s): Students will be able to

- Analyze text to identify connections.
- Understand connections among texts, events, ideas, and individuals.

Guiding Question(s):

- How do individuals, ideas, and events influence one another?

TN Curriculum Standard(s): 7.RI.KID.3- Analyze the relationships and interactions among individuals, events, and/or ideas in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Alliteration:** The occurrence of the same letter or sound at the beginning of closely connected words.
- **Astounding:** Surprisingly impressive or notable.
- **Avert:** Prevent an occurrence.
- **Constitute:** To represent.
- **Deprecate:** Strongly disapprove.
- **Engross:** Consuming one's attention or time.
- **Fervent:** Characterized by acute emotion.
- **Impending:** About to happen.
- **Invoke:** Request earnestly.
- **Malice:** Finding happiness in others' sufferings.
- **Perpetuate:** To continue.
- **Personification:** The attribution of a personal nature or human characteristics to something non-human.
- **Providence:** An expression of God's foresightful care for his creatures.
- **Rhetoric:** The art of effective or persuasive speaking or writing, especially the exploitation of figures of speech and other compositional techniques.
- **Righteous:** Morally justified.
- **Unrequited:** Not reciprocated with kindness.
- **Woe:** Great sorrow or distress.
- **Wring:** Obtain something by pressure.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to identify how individuals, ideas, and events influence one another. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Identifying Connections in Text

Slide 3. Connections Between Text and Event

Slide 5. Connection Between Texts

Slide 7. Connection Between Text and Individuals

Slide 8. Connections Between Ideas Through Rhetorical Devices

Slide 9. Connections Between Ideas Through Rhetorical Devices (contd...)

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Connections Between Text and Event

Slide 6. Activity - Connection Between Texts

Slide 10. Activity - Connections Between Ideas Through Rhetorical Devices

Slide 11. Drag and Drop Activity

Supplemental (15 min): Complete all that apply in each lesson: “Video, Read”, “Vocab Cards”, “Vocab Games”, “Lyric Lab”

➤ Page 1: Flocabulary- “Connections in Text”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 12

Topic/Lesson Title & Grade Results #: Language/ Phrases and Clauses Forming Sentences: Lesson 12A/12B

Objective(s): Students will be able to

- Identify phrases and clauses.
- Know the types of phrases and clauses.
- Understand the functions of phrases and clauses.

Guiding Question(s):

- What is a clause?
- What is a phrase?
- What is fragment?

TN Curriculum Standard(s): CCSS.ELA-Literacy.L.7.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Lesson 12 A

- **Adjective:** A word that modifies a noun.
- **Adverb:** A word that modifies a verb or an adjective.
- **Clause:** A group of words that has a subject and verb.
- **Dependent clause:** It does not express a complete thought.
- **Independent clause:** It expresses a complete thought.
- **Noun:** A word that refers to people, places, or things.
- **Phrase:** A group of words that does not have a subject or verb.
- **Preposition:** A word that denotes location or time.
- **Verb:** A word that denotes the action done or the state of being.

Attendance (5mins): Take in PowerSchool

Lesson 12A

Lesson Introduction (I Do) (15 Min): The instructor will use the Grade Results content found below to teach/explain the function of phrases and clauses in general and their function in specific sentences. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Phrase

Slide 3. Types of Phrases

Slide 5. Types of Phrases (contd...)

Slide 7. Clauses

Slide 8. Types of Clauses

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Verb and Prepositional Phrases

Slide 6. Activity - Adverb and Adjective Phrases

Slide 9. Activity - Independent and Dependent Clauses

Lesson 12B

Objective(s): Students will be able to

- Understand simple, compound, complex, and compound-complex sentences.
- Know the functions of the different sentence types.

Guiding Question(s):

- What are the four major sentence types?

TN Curriculum Standard(s): CCSS.ELA-Literacy.L.7.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Key Vocabulary/Terms: Lesson 12B

- **Breathtaking:** Very exciting.
- **Adopt:** To begin to have a different manner, method, etc.
- **Deforestation:** The act of cutting down or burning all the trees in an area.
- **Emergence:** The act of becoming known or coming into view.
- **Emphasis:** Special importance or attention given to something.
- **Extinction:** A state or situation when a plant or animal species dies out completely.
- **Heave:** To breathe in and breathe out in a slow or loud way.
- **Indifference:** Lack of interest or concern about something.
- **Optimal:** Best or most effective.
- **Wit:** Ability to say or write things in a clever and funny way.

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Independent Clause

Slide 3. Dependent Clause

Slide 5. Simple Sentence

Slide 6. Functions of Simple Sentences

Slide 7. Compound Sentence

Slide 8. Functions of Compound Sentences

Slide 10. Complex Sentence

Slide 11. Functions of Complex Sentences

Slide 12. Compound-Complex Sentences

Slide 13. Functions of Compound-Complex sentences

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Dependent and Independent Clauses

Slide 9. Activity - Simple and Compound Sentences

Slide 14. Activity - Types of Sentences

Supplemental: Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Sentence fragments”
- Page 2: Flocabulary- “Simple & Compound Sentence”
- Page 3: Flocabulary- “Complex Sentences”
- Page 4: Safari- “Sentences: Simple, Compound, Complex and Compound-Complex.”
- Page 5: Learn 360 - “Sentence Types”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 13

Topic/Lesson Title & Grade Results #: Reading Information/Writing - Organization and Unity: Lesson #13

Objective(s): Students will be able to

- Discuss the difference between coherence and unity.
- Organize sentences into logical and coherent compositions.

Guiding Question(s):

- What is text structure?
- What are the six major text structures?
- What is the overall structure of each section?
- How do individual sections contribute to the whole?
- How do individual sections contribute to the development of ideas?

TN Curriculum Standard(s): 7. RI.CS.5- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Coherence:** The state of sticking together in a sensible way.
- **Illogically:** Something not reasonable or practical.
- **Impart:** To share something.
- **Logically:** The capability of correct reasoning.
- **Sluggishness:** Moving slowly.
- **Unity:** The state of being one.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do)(20 Min): The instructor will use the Grade Results content found below to teach/explain how to name and recognize the 6 texts structures in order to explain how the major sections contribute to the whole and to the development of ideas During this time students will follow along and taking notes and annotating, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Unity

Slide 3. Unity (contd...)

Slide 5. Coherence

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 4. Activity - Unity

Slide 6. Activity - Coherence

Slide 7. Drag and Drop Activity

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Text Structure”
- Page 2: Flocabulary- “The Writing Process”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review) (5 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 14

Topic/Lesson Title & Grade Results #: Reading and Information/ Writing - Organization and Unity: Lesson #13

Objective(s): Students will be able to:

- Trace and evaluate the argument and specific claims in a text.
- Assess claims that are supported by reasons and evidence.

Guiding Question(s):

- What is an argument?
- What is a claim?
- How do you evaluate an argument?

TN Curriculum Standard(s): 7.RI.1.KI.8- Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Analogy:** A comparison drawn for the purpose of explanation or clarification.
- **Claim:** A statement that something happened a certain way or will happen a certain way.
- **Discrimination:** The practice of unfairly treating a person or group of people differently from other people or groups of people.
- **Fact:** Something that truly exists or happens.
- **Logic:** A proper or reasonable way of thinking about or understanding something.
- **Opinion:** A view or judgment formed about something, not necessarily based on fact or knowledge.
- **Premise:** A statement or idea that is accepted as being true and is used as the basis of an argument.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (30 Min): The instructor will use the Grade Results content found below to teach/explain how to trace and evaluate the argument and claims in a text. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Introduction to Key Terms

Slide 3. Introduction to Key Terms (contd...)

Slide 4. Understanding an Argument

Slide 5. Evaluating an Argument

Slide 6. Evaluating an Argument (contd...)

Slide 7. Evaluating an Argument (contd...)

Slide 8. Evaluating an Argument (contd...)

Slide 9. Evaluating an Argument (contd...)

Slide 10. Tracing Argument and Claims in an Informational Text

Slide 11. Tracing Argument and Claims in an Informational Text (contd...)

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (30 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 12. Lesson Activity

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

- Page 1: Flocabulary- “Fake News”
- Page 2: Flocabulary- “Persuasive Language”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review) (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review) (5 Min): Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 15

Topic/Lesson Title & Grade Results #: Reading Information/Compare and Contrast a Text in Different Medium: Lesson #15

Objective(s): Students will be able to:

- Compare and contrast Gettysburg Address text to the audio version.
- Study the speaker's use of intonation, pausing, voice to achieve specific effects and influence that it has on the audience's perceptions.
- Understand how the medium impacts the presentation of information.

Guiding Question(s):

- What medium most impacts your understanding of the selected work?
- How does reading the text compare to the audio or video version?
- How did the delivery of the speech affect the impact of the words?

TN Curriculum Standard(s): 7.RI.IKI.7- Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Conceive:** Have the idea for.
- **Consecrate:** Set apart for a high purpose.
- **Detract:** Take away a part from.
- **Endure:** Can long withstand.
- **Hallow:** Render holy by means of religious rites.
- **Honored:** Having a reputation.
- **Proposition:** The act of making a proposal.
- **Vain:** Characteristic of false pride.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to integrate and evaluate content presented in diverse media and formats. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. The Gettysburg Address

Slide 3. Audio Version of the Gettysburg Address

Slide 4. Analysis of the Text - Gettysburg Address

Slide 5. Significance of Using an Audio text

Slide 6. Compare and Contrast of the Text and the Audio Version

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 7. Activity - Compare and Contrast of Different Mediums

Supplemental (15 min): Complete all that apply in each lesson: “**Video, Read**”, “**Vocab Cards**”, “**Vocab Games**”, “**Lyric Lab**”

➤ Page 1: Flocabulary- “The Holocaust”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain the relevancy of the concept to their life or how they might use it.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 16

Topic/Lesson Title & Grade Results #: Language/ Prefix, Suffix and Context Clues: Lesson #16A/16B

Objective(s): Students will be able to:

- Learn root words.
- Understand the meanings of prefixes and suffixes.
- Demonstrate your understanding of using prefixes and suffixes correctly.

Guiding Question(s):

- What is a root word?
- What are affixes?
- What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

TN Curriculum Standard(s): 7.L.AU.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. b-Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Lesson 16A

- **Negative:** Characteristic of providing opposite meaning.
- **Prefix:** Group of letters added to the beginning of a root word to change its meaning.
- **Root word:** Word that stands on its own that gives complete meaning.
- **Suffix:** Group of letters added to the end of a root word to change its meaning.

Attendance (5mins): Take in PowerSchool

Lesson 16A

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. During this time students will follow along, take notes, and annotate, using the "Necessary Tools" toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Video - Root words, Prefixes, and Suffixes

Slide 3. What is a Root Word?

Slide 4. Root Words

Slide 5. What is Prefix?

Slide 6. Common Prefixes

Slide 7. Prefixes that give Negative Meaning

Slide 9. What is Suffix?

Slide 10. Common Suffixes

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (15 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 8. Activity – Prefixes

Slide 11. Activity – Suffixes

Lesson 16B

Objective(s): Students will be able to:

- Define context clues.
- Learn different types of context clues.
- Demonstrate understanding the meaning of unfamiliar words using context clues.
- Graph the ways through which context clues can be used to identify the meaning of unknown words.

Guiding Question(s):

- What are context clues?
- What are the different types of context clues?
- What tools or strategies can you use to verify the meaning of an unknown word/phrase encountered?

TN Curriculum Standard(s): 7.L.AU.4d Use etymological patterns in spelling as clues to the meaning of a word or phrase.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Lesson 16B

- **Analysis:** A detailed study to learn more about something.
- **Antonym:** A word that has the opposite meaning to another word.
- **Context:** The words or phrases that occur around a word that help you.
- **Definition:** The explanation to the meaning of a word.
- **Example:** A fact or a thing that represents what you say.
- **Synonym:** A word having nearly the same meaning as another word.

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Context and Context Clues

Slide 3. Types of Context Clues

Slide 4. Synonym Context Clues

Slide 5. Antonym Context Clues

Slide 6. Definition Context Clues

Slide 7. Example Context Clues

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (20 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 8. Activity - Context Clues

Slide 9. Drag and Drop Activity

Supplemental: Complete all that apply in each lesson: **“Video, Read”, “Vocab Cards”, “Vocab Games”, “Lyric Lab”**

- Page 1: Flocabulary- “Context Clues”
- Page 2: Flocabulary- “Prefixes”
- Page 3: Flocabulary- “Suffixes”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results **“Lesson Review”** to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Repeat the Lesson Review.

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 17

Topic/Lesson Title & Grade Results #: Language/Key Vocabulary: Lesson #17

Objective(s): Students will be able to:

- Understand key vocabulary.
- Identify the topic by recognizing key vocabulary.
- Use domain-specific vocabulary.

Guiding Question(s):

- Why is it important to understand the meaning of the domain-specific words when studying this subject?
- What strategies do you use for identifying, understanding, and using high-utility academic words?

TN Curriculum Standard(s): 7.L.VAU.6- Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Amateur:** A person who engages in a pursuit, especially a sport, on an unpaid basis.
- **Domain:** A sphere or region distinctively marked by specific features.
- **Jargon:** Technical terminology of an activity or a group.
- **Mitosis:** A process that takes place in the nucleus of a dividing cell.
- **Replication:** The act or process of reproducing or duplicating.
- **Specialized:** Designed or fit for a particular purpose.
- **Terminology:** The technical or special terms used in a particular subject.
- **Unique:** Being the only one.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to acquire and accurately use grade-appropriate general academic and domain specific words and phrases. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Key Vocabulary

Slide 3. Topic Sentence

Slide 4. Identifying Topic and Key Vocabulary

Slide 6. Key Vocabulary of Common Topics

Slide 8. Identifying Keywords

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 5. Activity - Identifying Topic and Key Vocabulary

Slide 7. Activity - Identifying Key Vocabulary

Slide 9. Activity - Identifying Topic and Key Vocabulary

Supplemental (15 min): Complete all that apply in each lesson: “Video, Read”, “Vocab Cards”, “Vocab Games”, “Lyric Lab”

➤ Page 1: Flocabulary- “Word Choice”

➤ Page 2: Flocabulary- “The Party”

➤ Page 3: Flocabulary- “Born with a Mic”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Use an exit ticket: Ask students: What did you learn? What surprised you? What is unclear?

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 18

Topic/Lesson Title & Grade Results #: Language/Word Analogies: Lesson #18

Objective(s): Students will be able to:

- Understand word analogies.
- Examine different types of word analogies.

Guiding Question(s):

What are analogies?

TN Curriculum Standard(s): CCSS.ELA-LITERACY.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Analogy:** A comparison of two different things that are alike in a certain way.
- **Antonym:** A word opposite in meaning to another.
- **Characteristic:** A feature or quality of a person, place, or thing and serving to identify them.
- **Classification:** A way of arranging or grouping something.
- **Exactness:** The quality of being precise or accurate.
- **Part of Speech:** A category in which a word is assigned according to its syntactic function.
- **Synonym:** A word that has the same or nearly the same meaning as another word.

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do) (20 Min): The instructor will use the Grade Results content found below to teach/explain how to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. During this time students will follow along, take notes, and annotate, using the “Necessary Tools” toolbar on the right-hand side of the screen (in student view) or pen/pencil and paper.

Slide 2. Word Analogies

Slide 3. Points to Remember

Slide 4. Kinds of Word Analogies

Slide 5. Video - Amazing Analogies

Slide 6. Synonyms and Antonyms

Slide 8. Part of a Whole

Slide 10. Characteristic to Object

Slide 12. Object to Group

Vocabulary: Define and discuss the meaning of the vocabulary words from above (Also located at the end of each Grade Results lesson.)

Lesson Activities (We Do) (40 Min): As a whole group, complete the following Grade Results practice activities. Discuss. Then, move to the Supplemental activities below.

Slide 7. Activity - Synonym and Antonym Word Analogies

Slide 9. Activity - Part of a Whole and Classification Word Analogies

Slide 11. Activity - Characteristic to Object and Object to Function Word Analogies

Slide 13. Activity - Object to Group and Greater Degree to Lesser Degree Word Analogies

Supplemental (15 min): Complete all that apply in each lesson: **“Video, Read”, “Vocab Cards”, “Vocab Games”, “Lyric Lab”**

➤ Page 1: Flocabulary- “Analogies”

Additional Teacher Resources: N/A

Break – 10 Minutes

Lesson Review (10 Min): The instructor will use the Grade Results **“Lesson Review”** to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (30 Min): Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 Min): Take a moment to reflect on the lesson of the day. Ask: I Care Why? Students explain relevancy of the concept to their life or how they might use it

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 19

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up:

Summer School Lesson Plan

Subject/Grade: ELA/7th

Day: 20

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock.
- Teachers can unlock the test so student can retake the test.
- Students can retake final post-test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance (5mins): Take in PowerSchool

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: