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| **Teacher** | **Sharon Pullen ELA 7th Grade** |
| **Date:** | **12/18/17** |
| **I Can…** | **I can go back to the text and cite evidence to support claims**  **I can read text and determine the message the author wants the reader to understand**  **I can read and determine**  **I can write and develop a response to a writing prompt with good organization appropriate to the audience.**  **I can write routinely to develop stamina for any writing purpose** |
| **DOK Level: 1** | Read ***The cay*** |
| **DOK Level: 2** | Discuss ***The Cay’s*** plot diagram rising action  Draw a time line of The Cay and list major events occurring in chronological order. |
| **DOK Level: 3** | Cite evidence and develop a logical argument for concepts or solutions  Create more detailed sentences from a three word beginning sentence |
| **DOK Level: 4** | Constructed response practice |
| **Resources:** | ***The Cay***  CSET poster  i-ready  Plot Diagram |

**Monday –**

***DGP -*** *<http://www.chompchomp.com/frag01/frag01.05.c.htm>*

Complete time line on ***The Cay***

***Bell ringer – Using the CSET strategy write a response to this prompt.***

***Whole Group –*** ***Christmas Day in the Morning*** read and respond with CSET

**Tuesday -**

QUIZ – ***The Cay***

***DGP -*** [***http://www.chompchomp.com/frag01/frag01.05.c.htm***](http://www.chompchomp.com/frag01/frag01.05.c.htm)

***Bell ringer – Pronoun activity***

***Whole Group – Christmas Day in the Morning*** read and respond with CSET

***The Little Match Girl*** read and respond CSET

**Wednesday –**

***DGP –*** [*http://www.chompchomp.com/frag01/frag01.05.c.htm*](http://www.chompchomp.com/frag01/frag01.05.c.htm)

***Bell ringer –*** Sentence fragment

***Whole group – The Little Match Girl*** read and respond CSET

**Thursday -**

***Bell Ringer - Writing prompt***

***Moby Max***

English has a lot of commonly confused words. They either look alike, sound alike or, worst of all, look and sound alike but have completely different meanings. Other words look and sound different but are similar in meaning, and it’s hard to determine which is the correct one in a given context.

Accept vs. Except

**Accept (verb) - to receive**

* I accepted all my birthday gifts with gratitude.

**Except (conjunction) - apart from; otherwise than; were it not true**

* When Susan travels, she packs everything except the kitchen sink.

## Affect vs. Effect

**Affect (verb) - to have an effect on; influence; produce a change in; to stir the emotions**

* The dog's death affected his owners.

**Effect (noun) - anything brought about by a cause or agent; result**

* The new speed limit law had little effect on the speed of the motorists.

A Lot vs. Allot

**A lot (noun phrase) -many**

* A lot of people came to the party.

\*"A lot" is always two separate words. "Alot" is not a real word.

**Allot (verb) - to distribute, give or assign**

* Fifteen minutes were allotted to each of the speakers at the conference.

## Bad vs. Badly

**Bad (adjective) - not good**

* Your feet smell bad.

**Badly (adverb) - not well; in a bad manner; harmfully; incorrectly; wickedly; unpleasantly**

* Charlotte plays tennis very badly.
* The people involved in the accident were badly hurt.

Complement vs. Compliment

**Complement (noun) - that which completes or brings to perfection; (verb) - to make complete**

* Red wine is a nice complement to a steak dinner.

**Compliment (noun) - something said in admiration, praise, or flattery; (verb) - to pay a compliment to; congratulate**

* She gave me a nice compliment when she said I looked thin.

Desert vs. Dessert

**Desert (verb) - to forsake or abandon; to leave without permission; to fail when needed**

* Soldiers should not desert their posts.

Desert (noun) - dry, barren, sandy region

* The largest desert in the world is the Sahara.

**Dessert (noun) - a sweet course served at the end of a meal**

* Fruit makes a healthy dessert after lunch or dinner.

Done vs. Did

**Done (adjective) - completed; sufficiently cooked; socially acceptable**

**Done (verb) - the past participle of do**

* After an hour, the roast was done.

**Did (verb) - past tense of do**

* The children did not want to leave the playground.

## Its vs. It’s

**Its (possessive pronoun) - of, belonging to, made by, or done by it**

* The dog will only eat its food when I am also eating.

**It’s (**[**contraction**](http://www.yourdictionary.com/contraction)**) of it + is**

* It’s a very strange dog.

Lose vs. Loose

**Lose (verb) - to become unable to find; to mislay; to fail to win or gain**

* Did you lose your glasses again?
* How many games did your team lose last season?

**Loose (adjective) - not tight; giving enough room**

* I’ve lost twenty pounds, and now these jeans are really loose.

Passed vs. Past

**Passed (verb) - past tense of the verb "to pass"**

* I think we passed the store. Let’s turn around and go back.

**Past (adjective) - of a former time; bygone; (noun) - the time that has gone by; days, months, or years gone by**

* In the past, I’ve gotten lost a lot, but this time I know where we are.

Seen vs. Saw

**Seen (verb) - past participle of the verb see; must be used with the verbs has, have, or had**

* I have seen the movie three times.
* \*Note: I seen the movie three times is not correct though it is commonly used in spoken language.

**Saw (verb) - past tense of the verb see**

* I saw the movie yesterday.

## Sell vs. Sale

**Sell (verb) - to give up, deliver or exchange for money**

* People who move often sell unwanted items instead of packing them.

**Sale (noun) - the act of selling; the work, department, etc. of selling**

* After Christmas sales always bring in the bargain shoppers.

## Than vs. Then

Than (conjunction) - used to introduce the second element in a comparison

* My right foot is bigger than my left foot.

Then (adverb) - at that time; next in order; (adjective) - of that time; (noun) - that time

* Take off all your clothes first. Then get in the shower.
* Emily drove up to New York with her then boyfriend, Nick.
* Let's wait until we're hungry; we can decide what we want to eat then.

Their vs. There vs. They’re

[Their](http://grammar.yourdictionary.com/style-and-usage/there-their-they-re-practice.html) (adjective) - of, belonging to, made by, or done by them

* They were proud of their work.

There (noun) - that place or point

* Just put it over there.

They’re (contraction) of they + are

* They’re going out to dinner tonight.

To vs. Too vs. Two

**To (preposition) - in the direction of and reaching; as far as; to the extent of**

* I’m going to Baltimore.

**Too (adverb) - in addition; as well; besides; also; more than enough; superfluously; overly; to a regrettable extent; extremely**

* I’m going to Baltimore, too.
* I'm too busy. I can't go to Baltimore.

**Two (adjective) the number 2**

* I have two jobs.

Your vs. You're

**Your (adjective) - belonging to you**

* Is this your dog?

**You're (contraction) - you are**

* You're a great mother!

12/18/2017 Bell Ringer

Medical researchers, cosmetic companies, and others often perform experiments on animals. Many people feel that experimentation on animals is wrong and should be stopped immediately because animals do feel pain, and there are other alternatives. How do you feel?

CSET

Claim – your opinion

Set-Up – use a text talker (example: For this reason, according to studies, for example, etc.)

Support/Evidence – Explain what your claim is based on, why do you think what you think (evidence, statics, expert finding setc.)

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12/19/2017 Bell Ringer

Anna decided at the beginning of Anna’s first semester of college that Anna would run for thirty minutes every day. Anna knew that Anna would be taking a literature class with a lot of reading, so instead of buying print copies of all the novels Anna’s teacher assigned, Anna bought the audiobooks. That way Anna could listen to the audiobooks as Anna ran.

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12/20/2017 Bell Ringer

**Writing prompt – Use the CSET writing strategy to answer the question below. Keep in mind that this question has two parts and both parts must be answered.**

CSET

Claim – your opinion

Set-Up – use a text talker (example: For this reason, according to studies, for example, etc.)

Support/Evidence – Explain what your claim is based on, why do you think what you think (evidence, statics, expert finding setc.)

If you had to give up one of your five senses, which would you choose to go without and why?

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