Jan 22 Day 1

Starter: What did you learn from our perseverance unit? What is still hard for you to do? Why?

Prior Knowledge: Pre-test (vocabulary) - - correct in class.

Activity: finish presentations.

Follow up: *What you know about writing. Post-its on wall? Writing Process. (Thesis, hook, etc)*

Send email to parents.

Jan 23 Day 2 (FLEX DAY): No Literacy!

Starter:

Prior Knowledge: Pre-test (theme) - - correct in class.

Activity: Introduce the book. Introduce Will Hobbs website. Look at the author. <http://www.willhobbsauthor.com/questions/about_writing.html>

Follow up: One question you would ask Will Hobbs? --sticky notes.

Jan 24/25 Day 3

Starter: Journal

Prior Knowledge: Anticipation Guide.

Activity:

* “Vote with Your Feet” Activity. (Supporting your claim with evidence.) *Teach evidence-based terms.*
* Library
* Creating notebooks?

Follow up:

Jan Day 3/4

Starter:

Prior Knowledge:

Feb 11

Starter: Vocabulary: Simile/Metaphors

Prior Knowledge:

Direct Instruction: ppt.

Activity:

Feb 12

Starter:

Prior Knowledge:

Direct Instruction: ppt.

Activity:

Feb 19 Tuesday

Starter: Write a simile for your President’s day weekend. For example: This president’s day “I was as happy as a kid in a candy store!” OR This president day weekend was “as silly as a 3 ring circus.” Similes/Metaphors. (Write words/examples in vocabulary flipchart)

Prior Knowledge: Summary skills. (it’s been a while, so let’s review where we are in *Far North*.) Groups, 1 white page.10 groups. 1 chapter each. Use your chapter summaries, and discuss what is the most important

Direct Instruction: Pages for summary. (10 min)

Activity: Read aloud 1/2 of Chapter 11.

Updating Theme sheet/chapter summaries.

Feb 20 Wednesday

Starter: What does it mean to summarize? (3 elements of summary)

Prior Knowledge: Student summary of the reading from yesterday.

Direct Instruction: How to text. (youtube video of falling through ice) Organizer into notebook.

Activity: Read Far North finish chapter 11

Feb 21 Thursday/Friday

Starter: ?

Prior Knowledge: ppt of animals in NWT, (summary of ch. 12: Johnny goes to hunt, the boys are starving in the cabin, no medicine/only 2 bullets left)

Direct Instruction: Read ch. 13 (beavers)

Library:

Activity: Predictions? What will the boys do now that Johnny Raven is gone?

Write letters to 7th graders next year. Advice from prior 7th graders.

\*Feb 25 Monday

Starter: If you could teach the “kids of the future” one thing what would it be? Why? A “theme” or “life lesson” you could teach the future generation...

Prior Knowledge: summary skills. Johnny Raven passed, left a letter--

Direct Instruction: Read chapter 14 together as a class.

Activity: Split up into groups to read. (Have groups separated.) / Assignment is to create comic strip of 4 frames.

Wrap Up: What is theme? What do you think the theme of chapter 14 would be? How could you support your answer that this is the theme? (USE evidence based terms.)

Feb 26 Tuesday

Starter: How has Raymond changed during *Far North*? Compare how he was at the beginning of the book to now.

READING: Split up into jigsaw (25 minutes)

Direct Instruction: groups share the jigsaw

Activity: students follow along with the groups by writing summaries in their notebook.

Wrap Up: notebook check for summaries. (summary assessment) / Update theme.

Direct Instruction: begin chapter 17

Feb 27 Wednesday (Flex): PPT presentation!

Starter: Why do we support our opinions with evidence? Please answer in a complete sentence.

Organization: *in next page of notebook please label “Argumentative Text Vocabulary”*

Prior Knowledge: Letter was argumentative text. You had to form an opinion, and support it using reasons and evidence. We are going to be doing a similar paper, but you will be all turning it in as “chunks” at a time, so that you can’t get behind! We will be using what we read in Far North as evidence.

Direct Instruction: What is a claim? (a fancy word for opinion) / connection to thesis statement... (explain you will be defending your position.)

Activity: Students write a claim. - start brainstorming ideas for reasons that would support the claim.

Wrap Up: What is claim? What type of paper will be be writing for the next couple of weeks? (turn in claim at the end of the period)

Feb 28 Thursday (No Block)

Starter: Who is your favorite character in the book so far? Why?

Prior Knowledge: Summary skills. Choose 4 students to share their summaries of the chapters we talked about Tuesday.

Direct Instruction: Read **Chapter 17** as a class.

Activity: Characterization comparison (Characters to themselves at the beginning of the book) What have the characters learned throughout this experience?

Wrap Up: What is characterization? How have the characters developed the theme?

March 4 Monday

Starter: What has surprised you the most about *Far North?*

Prior Knowledge: Characterization? (Add claim to vocabulary list)

Reading: **Chapter 18 and 1/2 Chapter 19?**

Direct Instruction:

Activity:

Wrap Up:

March 5 Tuesday

Starter:

Prior Knowledge:

Reading: **1/2 Chapter 19**

Direct Instruction: Evidence from Far North that would support your claim.

Activity: Students write on butcher paper around the claim different examples of evidence from Far North.

Wrap Up:

March 6 Wednesday (Flex)

Starter:

Reading: **1/2 Chapter 19 and 1/2 Chapter 20**

Prior Knowledge: *Pass back claims. Glue them into the notebook!*

Direct Instruction:

Activity:

Wrap Up:

March 7 Thursday/Friday (BLOCK)

Starter:

Prior Knowledge:

Reading: **Finish Chapter 20**

Direct Instruction: From evidence to topic sentence. *Use chapter summaries and books to uncover evidence. (Show credible hulk)*

Activity: Students write evidence for each topic sentence. A summary sentence of the examples you chose.

Reading: **Chapter 21/Chapter 22**

Wrap Up: Reader’s response to the end of the book. Chapter summaries. Theme updates.

March 11 Monday

Starter: ARGUMENTATIVE VOCABULARY: Reasons = topic sentence describing what the paragraph will be about. The main idea of the paragraph.

Object Lesson: supporting your ideas with evidence

Direct Instruction: Importance of evidence. Have to support each of your topic sentences/reasons with evidence! Support each topic sentence with evidence from book. Brainstorm ideas on the board/show ideas from last week ago.

Assessment: Reasons/Evidence and Transitions

Wrap Up/Exit Slip: *must give reasons worksheet completed on way out the door!*

March 12 Tuesday

Starter: Why support your claim with evidence?

Prior Knowledge: Review from yesterday about claims and evidence.

Activity: work on supporting with evidence. Incorporating quotes from the book. Using transitions and evidence-based terms. (Green sheet. DO NOT LOSE IT!)/ Conclusion (mini-lesson)

Wrap up: turn in reasons/evidence/transition words for evaluation.

March 13 Wednesday (FLEX) : I teach.

Starter: Hook for paper

Assessment: Hook -- Homework

<http://www.dailywritingtips.com/5-brainstorming-strategies-for-writers/>

Wrap Up: Turn in Hook Assessment

March 14/15 Thursday/Friday MYACCESS.com (write paper)

Starter:

Prior Knowledge: What is the purpose of a conclusion?

Direct Instruction: Mini-Lesson. Conclusions (a summary of your reasons/evidence and restate your opinion)

Wrap Up: Turn in “hook” for argumentative writing!

March 18 Monday! DUE DATE.

Starter:

Activity: Finishing Paper!!

Wrap Up:

March 19 Tuesday (FLEX?) Due date for Paper

Starter:

Prior Knowledge:

Direct Instruction:

Activity:

Wrap Up:

March 20 Wednesday

Starter: NONE

Prior Knowledge: NONE

Activity: **Pre-writing for district benchmark**

Wrap Up: Turn in pre-writing worksheets

March 21/22 Thursday and Friday ALL Latework DUE!

Starter: Journal

Prior Knowledge:

Direct Instruction:

Activity:

Wrap Up:

**1/2 PERIOD FOR DISTRICT BENCHMARK!**

Starter: No starter. Prepare for summarize assessment.

Assessment: Summary assessment of *Far North*

Wrap Up: Turn in summary assessment

Other Ideas:

* Compare/Contrast Gabe/Raymond: emotional growth. Characterization influences theme.
* Setting influences plot (sequencing. Comic square/folded paper)

<http://prezi.com/j9tjbisw3wgb/theme-7th-grade/>

**How to Survive Falling through Ice**

<http://www.youtube.com/watch?v=2qoittMUoaA>

**Nahanni National Park Bush Pilot Video w/ Virgina Falls**

<http://www.youtube.com/watch?v=9Z1-LLZmrsY>

**To Introduce Argumentative Writing: Lesson Plan**

<http://www.icivics.org/teachers/lesson-plans/lesson-1-so-you-think-you-can-argue>

* How does the author keep the suspense going in this book?
* Johnny Raven dies of the cold. What could have prevented this?
* How did the characters in this story change over the course of the book? Were there any changes that surprised you?
* Read a variety of survival books and make a chart about the books with the following columns :
* Title
* Survival Site
* Main Character
* His/Her Skills Before Problem
* What He/She Acquired During Survival Tasks
* What the Author Had to Know
  + Decide which of the books were the most believable and why.
  + Did such a survival ever happen? Find documentation for a similar survival story from real life.
  + How did each of the characters cope with loneliness? Was an animal involved?
  + Compare the emotional growth of each survivor.
  + Alter one event in a book and see how it would affect the outcome.
  + Could the character in one story be put into another setting or situation and still survive?
  + Which of the characters would be most apt to like living with you?
  + Decide which environment from the books you would be most likely to survive in. Which would be the hardest?
* Investigate the latest natural disaster to affect people in your area. How did people survive? For how long?
* Develop survival posters for natural phenomena.