

7th grade
ELA...
The Yearly
Plans
Of Two
Seventh
grade
Teachers



ELA
Core
Plans

Tons of Free Pintables!

7th Grade ELA

Tammy Lewis & Shannon Temple

ELA Core Plans

www.elacoreplans.com

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(Except for your own classroom)



DO NOT POST ONLINE.

Who are we?

Our names are Shannon Temple and Tammy Lewis.

Tammy has taught for over 20 years and Shannon for over 17 years. We teach 7th grade ELA in a small school in a small town.

We plan together, run our copies together, laugh together, and while we do not teach together, we teach the same thing to our students every single day.

In 2006, we started creating teaching materials out of a need in our own classrooms.

We created a website and have been selling our curriculum materials for over ten years now.

We love teaching and love sharing our resources!

This packet will give you a glimpse into our year. We actually will turn in part of this document as our long range plans.

We hope you enjoy the free resources provided throughout this packet, and we hope you will check out some of the resources that we offer for sale in our store.

Happy Teaching!

Shannon and Tammy

Our Best Advice for Classroom Management

Love your students like your own! This is really the number one rule. If you love each student and treat each one with respect, then most likely each one will do the same for you. Hold them accountable, but do it with love. It takes time to get to know each student, but learn their personalities, and treat them as individuals. Better yet, treat them like they are your own kids. What works with one student will not work with all of them.

Use the 2-10 method with students who give you a hard time. If a student is disruptive or seems disrespectful towards you, for ten days straight, spend two minutes with that child one-on-one talking about something that the child wants to talk about – anything that interests him or her. You will see a difference in his/her behavior after ten days of spending time with the child and developing a relationship.

Use humor! Don't take yourself so seriously, and don't treat minor problems as if they are going to ruin the world. Let's say there is a school rule that says students cannot chew gum, and one of your students is just smacking away at her desk. Before going on a tyrant, try saying something humorous like, "Did you know that when you are cutting onions, chewing gum can actually keep your eyes from tearing up? Now save your gum chewing for onion cutting time and please go on and throw it in my trash can." Of course your tone plays an important role in how this comes across! No need to write the child up or give lunch detention as long as the child gets up and throws it away. Humor will go a long way in helping avoid problems.

When you mean business and need your entire class to be quiet, **change up the way you ask**. Students hear the same things all the time, so sometimes they tend to ignore it. If you say what you want them to do in a different way, they are more likely to listen. Below are some examples.

- Instead of saying, "Stop talking" say, "If you are talking, stop."
- Instead of saying, "Sit down" say, "If you are standing, sit."
- Instead of saying, "Be quiet" say, "Zero talking."
- Instead of saying, "Why do I still hear talking?" say, "I asked everyone to stop talking, and that includes you." (Each student will be quiet and look at you to see if he/she was the one you were talking to.)

Our Best Advice for Classroom Management Cont.

Restroom policy

When a student asks in the middle of the class if he/she can go to the restroom, ask, "Can you hold it until the end?" You'll be surprised how many of them will say, "Yes."

Brag on them when they are doing right! In the hallway when your students are walking quietly and in a single file line, tell them, "Thank you for being quiet in the hall. You are the best students ever!"

Teach from bell to bell, and keep them busy! Make sure you have more than enough for them to do. As long as they are actively participating, you will have less problems. Extra time often equals extra problems.

Use FREE treats as rewards.

Have fun! Play your favorite song every Friday. Laugh with your students! Enjoy your job!

Be consistent! Keep your list of rules short, simple, and enforce them. The rules that we use are as follows:

- 1. Respect others.**
- 2. Be on task at all times.**
- 3. Do not talk during instruction time or during announcements.**
- 4. Stay seated during instruction time.**

Our Classroom Layout

We set up our classrooms by putting our desks in rows. We have found this to work the best for us. The BEST thing we do, however, is to place what we call “stations” throughout the room so that every four or five students can share what is in the station. This can be a small shelf or table. In addition, we use duct tape to tape every two desks together and velcro pencil boxes in the middle of every other desk. We keep supplies in those too.

What is housed in our stations?

Dictionaries and thesaurus

A stapler

Glue

Boxes of colored pencils

A box for turning in or passing out papers

Sets of novels that we are currently reading

A small trashcan sits in front of each station.

What stays in the pencil boxes?

Two pairs of scissors

Big pink erasers

Small packages of tissue

A hand-held pencil sharpener

Two highlighters

Stations and pencil boxes eliminate students from getting up out of their seats and save a ton of time because materials do not have to be passed out. This in turn helps manage the behavior in class! The picture below shows one of our classrooms. The black shelf in the middle is one of the stations.



Daily Exercises

Each day, students enter class and begin work on the following:

Daily Dose- This is a bell-ringer program that is three fold. It includes the following:

- 1) **Word of the Day** - Memory experts tell us that mnemonics, or devices that help us to anchor concepts in our minds, are the best and easiest ways to remember things. This book provides one word of the day for the first one hundred days, the word's part of speech, the pronunciation, the definition, and a mnemonic link to help students remember the word and its definition. After 100 days, the remaining 80 doses review those 100 words, ensuring that students really learn the words and do not just memorize them and forget them.
- 2) **Edit Sentence**: Actually, it is not just a sentence. It is a story broken up into daily portions. Each day's portion contains grammatical errors that students must find and correct. This story continues throughout the school year.
- 3) **Standard Review Question/Activity**

Core Chomp - Each day's "chomp" is built around a rotating five-day pattern. Students will read a poem on day one, a complex fiction passage on day two, and an informational text on day three. Days four and five address writing, research, and language standards. **Students answer three questions per passage/day.** These questions require students to use close reading and critical thinking skills, analyze an author's craft, make inferences, understand vocabulary using context clues, develop and support claims in arguments, and so much more. Common Core standards are addressed each day with Core CHOMP.

Organization for Daily Exercises:

We print 8 Daily Doses and Core Chomps to a page front and back and keep these in folders. When students enter the room, they pick up their folder from the back table and immediately begin working on that day's Daily Dose and Core CHOMP. Our students copy the word of the day from the page into their agenda and do the rest of the work on the papers. After about six to seven minutes, we begin going over that day's exercises. We use Popsicle sticks to call on students for answers. Students correct any wrong answers or add anything that they have missed. All work stays in the folders in the classroom. Once all 8 on the page are complete, the pages are collected for a grade. We grade one day's Daily Dose and one day's Core CHOMP at random. Students should make a 100 because all work has been gone over in class. There are 180 of Daily Dose and Core CHOMP exercises- one for each day of the school year.

Purpose of Daily Exercises:

With these programs, we are able to teach vocabulary, grammar, editing skills, and address Common Core standards every single day. The words of the day become our "classroom words". We display them on a word wall and encourage students to use them in their speech and writing.

Daily Dose 1

WOD: UNKEMPT: (un KEMPT) adjective:
not groomed, not neat or tidy

Think of: Uncle Empt

Imagine Uncle Empt, a man who never looks groomed. He has hair sticking out everywhere, and it is even coming out of his nose! When you are as *unkempt* as **Uncle Empt**, you are not neat.

Edit: Everyday right hear in this spot there will be a sentence for you to correct It's a story about a **unkempt** guy named fred and a really cool guy named Malcolm that's me

Standard Review:

Identify the type of figurative language used in the following:

The moon winked at us in the cloudy night sky.

- a. idiom b. hyperbole c. personification d. metaphor

Daily Dose 2

WOD: WINSOME: (WIN sum) adjective:
charming, causing joy

Think of: Prince Win Some

Imagine a prince so ***charming and engaging*** that all of the ladies love him. His name fits because he ***wins some*** hearts just by being himself.

Edit: I like to think of myself as handsome and **winsome**

but fred hes a different story Ill tell you all about it

Standard Review: Read the following passage, and answer the question.

Sally looked out her car window and sobbed quietly. She would miss her neighborhood and best friend.

What is the point of view of this passage?

1st person or 3rd person

Chomp 1

The Maze of Sleep

Sleep is a pathless labyrinth,
Dark to the gaze of moons and suns,
Through which the colored clue of dreams,
A gossamer thread, obscurely runs.

-By Clark Ashton Smith

Labyrinth: complex system of paths or tunnels in which it is easy to get lost

Gossamer: characterized by unusual lightness and delicacy

Obscure: not clearly understood or expressed

1. **Explain the metaphor in this poem. Use the provided definitions to help you.**

2. **Why does the poet most likely refer to sleep as “pathless”?**

3. **Think of something else that can be compared to a maze. Write a short poem about it.**

Examples: The Maze of Love, The Maze of Fear

Chomp 2

It was, in fact, a house that would create ghosts. The atmosphere was alive with that strange sensation of disembodied spirits which some very old houses seem to possess. Narrow, slit-like windows in perfect keeping with the architecture and the needs of the period in which it was built—if not with modern ideas of hygiene and health—kept the rooms dark and musty. When Nigel first entered the place through the great front door thrown open by the solemn-faced butler, who he learned had been kept on from his uncle's time, he felt as though he were entering his own tomb. When the door shut he shuddered as the light and sunshine vanished.

-From: The Riddle of the Frozen Flame By Mary E. and Thomas W. Hanshew

1. **List some words that the author of this passage uses to create an eerie tone.**
-

2. **What is meant by the first line of this story? *It was, in fact, a house that would create ghosts.***

- a. The house is haunted by ghosts.
- b. It is a house that ghosts would feel welcome in because it is old, dark, and strangely eerie.
- c. Ghosts are created and formed inside of this house.
- d. It is a house that would be possessed by ghosts if people did not live in it.

When Nigel first entered the place through the great front door thrown open by the solemn-faced butler, who he learned had been kept on from his uncle's time, he felt as though he were entering his own tomb.

3. **What is this butler like? What does solemn-faced mean?**
-
-

Weekly Exercises

Grammar You Can Handle – Grammar Lesson of the Week

According to our standards, as seventh grade teachers, we must teach the following:

- The functions of phrases and clauses
- Types of sentences – simple, compound, complex
- Identifying and correcting misplaced and dangling modifiers
- Commas with coordinate adjectives

Grammar builds, so we cannot begin to teach clauses unless students understand subjects, verbs and even phrases. We start in week two of school and teach a grammar “Lesson of the Week”. We do not assume that our students know anything, and in week one we begin with the eight parts of speech. We introduce the lesson on Monday with a ready-made teacher page (one that contains all of the tips and tricks that we can use to make it easy to learn). Tuesday through Thursday, we practice that week’s lesson, and Friday, we give a quiz.

Teaching grammar in this way does not overwhelm students, and it allows concepts to build, which is so important with grammar. By the end of the year, we cover all of the standards and even more!

In the next few pages of this packet, we are including our weekly grammar lesson schedule and the first week’s lesson on the parts of speech! Enjoy! If you like it, consider buying our entire bundle.

MIDDLE SCHOOL GRAMMAR LESSON OF THE WEEK MEGA BUNDLE

34 WEEKS OF READY-MADE EASY TO TEACH LESSONS, FOLDABLES, PRACTICE PAGES, AND QUIZZES!

FINALLY...GRAMMAR I CAN HANDLE!

- ✓ PARTS OF SPEECH
- ✓ TYPES OF VERBS
- ✓ DIRECT OBJECTS
- ✓ PREDICATE NOUNS
- ✓ PREDICATE ADJECTIVES
- ✓ PHRASES
- ✓ CLAUSES
- ✓ TYPES OF SENTENCES
- ✓ MISPLACED MODIFIERS
- ✓ COMMA RULES
- ✓ COMMON MISTAKES PLUS MUCH MORE!

ELA Core Plans

Week	Lesson
1	Parts of Speech
2	Types of Verbs Action Verbs & Helping Verbs
3	Types of Verbs Linking Verbs
4	Types of Verbs Review
5	Parts of Sentences Subjects and Predicates
6	Parts of Sentences Direct Objects (Indirect Objects –optional)
7	Parts of Sentences Subject Compliments – Predicate Nouns & Predicate Adjectives
8	Parts of Sentences What are Phrases? Prepositional Phrases
9	Jobs of nouns – Review of Subjects, Objects, Compliments
10	Parts of Sentences Verbals – Overview & Gerund Phrase
11	Parts of Sentences Infinitive Phrase
12	Parts of Sentences Participial Phrase & Verbals Review
13	Parts of Sentences Appositive Phrase

Week	Lesson
14	Parts of Sentences Clauses – Overview & Independent Clause
15	Parts of Sentences Dependent Clause – Adjective Clause
16	Parts of Sentences Dependent Clause – Adverb Clause
17	Parts of Sentences Dependent Clause – Noun Clause
18	Types of Sentences Overview & Simple Sentence
19	Types of Sentences Compound Sentences
20	Types of Sentences Complex Sentences
21	Types of Sentences Compound/Complex Sentences
22	Review Week Types of Sentences Practice
23	Comma Rules Introductory Phrases & Clauses
24	Comma Rules Essential and Nonessential Clauses and Phrases
25	Comma Rules Appositives and Appositive Phrases
26	Punctuation Rule Compound Sentences

Week	Lesson
27	Comma Rules Coordinate Adjectives
28	Common Problems Dangling and Misplaced Modifiers
29	Common Problems Affect Vs. Effect
30	Common Problems Run-on Sentences & Fragments
31	Common Problems To Vs. Too
32	Common Problems There, Their, They're
33	Common Problems I or Me?
34	Common Problems Singular Vs. Plural Pronouns

I Can Statements

This resource includes a template for an *I Can* statement page that your students can use weekly.

On the top of the page, students will write the grammar objective for the week. For example, week one's statement would read *I can identify the eight parts of speech.*

The next section is a place for the students to record examples and or questions about the week's lesson. In week one, he/she may write *I know that for is a preposition* or *I am not sure how adverbs can modify other adverbs.* You could even use this section for a pop quiz one day. 😊

The final section is a place for students to monitor their own progress with a self-evaluation. This section may be used as an exit slip for your class.

Name: _____

I Can _____

Examples and/or Questions

Self Evaluation

Monday

I got it!

I sort of have it.

I'm confused.

Thursday

I got it!

I sort of have it.

I'm confused.

Tuesday

I got it!

I sort of have it.

I'm confused.

Friday

I got it!

I sort of have it.

I'm confused.

Wednesday

I got it!

I sort of have it.

I'm confused.

Name: Student Sample

I Can identify action and helping verbs.

Examples and/or Questions

Monday – I am not sure about helping verbs. In the sentence, “He is nice” why is the word “is” not a helping verb? It is one of the **23 we learned.**

Tuesday – I see! To be a **HELPING VERB**, it must have an action behind it! 😊
Pop Quiz 1) is looking 2) has been working 3) will have been walking
4) has seen 5) did complete

Self Evaluation

Monday

I got it!

I sort of have it.

I'm confused.

Thursday

I got it!

I sort of have it.

I'm confused.

Tuesday

I got it!

I sort of have it.

I'm confused.

Friday

I got it!

I sort of have it.

I'm confused.

Wednesday

I got it!

I sort of have it.

I'm confused.

Parts of Speech

Every word that you speak and every word in the dictionary has a part of speech. There are eight parts of speech, and it's time you memorized them once and for all!

Take a look at the following acronym to help you remember the parts of speech: **Very Important Nap Cap**.

Imagine a toddler who has a **very important nap cap**. He can't take a nap without it.

Verb

Interjection

Noun

Adjective

Pronoun

Conjunction

Adverb

Preposition



The Parts of Speech Defined

1. **Verb**- A verb describes an action or points out a state of being.
2. **Interjection**- An interjection is a short word that usually expresses emotion and is capable of standing alone.
3. **Noun**- A noun is a word that is used to name persons, things, animals, places, ideas, or events.
4. **Adjective**- An adjective modifies (describes) a noun or pronoun. It tells what kind, how many, or which one.
5. **Pronoun**- A pronoun is a part of a speech which takes the place of a noun.
6. **Conjunction**- The conjunction is a part of speech which joins words, phrases, clauses, and/or sentences together.
7. **Adverb**- An adverb describes adjectives, verbs, or another adverb. Often, an adverb ends in -/y. It tells tell when, where, why, or under what conditions something happens or happened.
8. **Preposition**- A preposition is a word that shows the relationship between a noun or pronoun and another word in the sentence.

P

Pronoun

(glue this section only)

V

Verb

← Cut along dotted lines ONLY



C

Conjunction

I

Interjection

← Fold along solid vertical lines



A

Adverb

N

Noun

P

Preposition

(glue this section only)

A

Adjective

Examples of the Parts of Speech

Verbs	Interjections	Nouns	Adjectives

Pronouns	Conjunctions	Adverbs	Prepositions

Parts of Speech BINGO

Parts of Speech Bingo

This quick game will provide an easy practice with parts of Speech for your students.

1. Give each student a blank bingo card.
2. Place the included word list on a visual presenter.
3. Students will use the words on the list to fill in their card.
4. Provide the students with a card marker of some sort—dried beans, skittles, paper etc.
5. Call out the eight parts of speech.
6. Students will cover a word that fits.
7. When a student calls BINGO, he/she must tell the word he/she marked and the part of speech for the word.

You may want to give a small prize to winners.

Parts of Speech Bingo Word List

Lisa	slowly	new
wearing	their	above
always	sleeveless	nicely
shirt	wow	dashed
today	oops	wind
suddenly	soup	peaceful
she	met	our
wore	yearly	both
if	my	yesterday
beautiful	yum	leash
he	and	scamper
badly	but	rough
writes	mine	bird
meaningless	never	consider
letters	New York	timid
adorable	doggone	behind
quickly	baby	under
gorgeous	or	I
breakable	either	they
between	very	beside
because	South Carolina	yellow

What part of speech is the word?

Name: _____ Date: _____

Directions: Look at the underlined word in each sentence. On the blank, tell what part of speech the underlined word is.

1. The jolly boy winked at the lady. _____
2. The rain drenched the unlucky lady. _____
3. I need two more dollars, please. _____
4. Hooray! My friend won the contest! _____
5. Under the blue stool is a wad of old gum. _____
6. The puppy quickly ran to the backdoor. _____
7. Don and Sara heard the loud boom of thunder too! _____
8. That pencil is mine. _____
9. The little bunny hopped towards the woods. _____
10. I think I left my keys beside the basket on your desk. _____
11. The customer was very angry he was over charged. _____
12. A sluggish student isn't able to concentrate very well. _____
13. The lady felt lost and alone on the dark highway. _____
14. Their house is so beautiful. _____
15. Angrily, the toddler stomped his foot. _____
16. A brave girl suddenly rushed into the room. _____
17. South Main was crowded, but North Main was deserted. _____
18. Sunrise is going to be at 7:32 this morning. _____
19. There is a chance of a thunderstorm late Thursday night. _____
20. Sadly, the boy lost his favorite toy. _____

Part of Speech Quiz

Name: _____

Directions: Read the following sentences. Identify the part of speech that is underlined in each sentence.

1. The bottle was sitting on top of the brown table.

2. Baked potatoes and steak go well together.

3. Yippy! It is the weekend, and school is over until Monday!

4. We sat in the car waiting patiently on practice to be done.

5. The woods are full of interesting and unique animals.

6. A yellow butterfly floated gracefully past the rose bush.

7. The ingredients listed many things I had never heard of in my life.

8. A slice of lemon goes perfectly with a tall glass of iced tea.

9. Our kindergarten class visited the dairy farm last month.

10. I wish my cute, new wallet had a bit of money inside of it.

11. The friendly dog ambled across the lawn.

12. My watch is useful to me.

13. A pile of books sat dangerously close to the edge of my desk.

14. It is confusing to me as to why you did not follow my directions.

15. She had to rush home to avoid missing her curfew.

16. We giggled as our teacher's glasses crept slowly down her nose.

17. My grandmother always sprinkled cinnamon and sugar on my buttered toast.

18. The puppy played with her new toy for hours.

19. A bowl of cold grapes makes a great snack on a hot day.

20. Many of the boys on our team have never played soccer before this season.

Parts of Speech Answer Key

What part of speech is the word?

1. Verb
2. Adverb
3. Adjective
4. Interjection
5. Preposition
6. Adverb
7. Conjunction
8. Pronoun
9. Preposition
10. Pronoun
11. Adverb
12. Adjective
13. Noun
14. Pronoun
15. Verb
16. Adverb
17. Conjunction
18. Noun
19. Adverb
20. Pronoun

Part of Speech Quiz

1. Verb
2. Adverb
3. Interjection
4. Adverb
5. Noun
6. Adjective
7. Preposition
8. Noun
9. Verb
10. adjective
11. Adjective
12. Verb
13. Noun
14. Pronoun
15. Pronoun
16. Adverb
17. Conjunction
18. Noun
19. Adjective
20. Preposition

Weekly Exercises

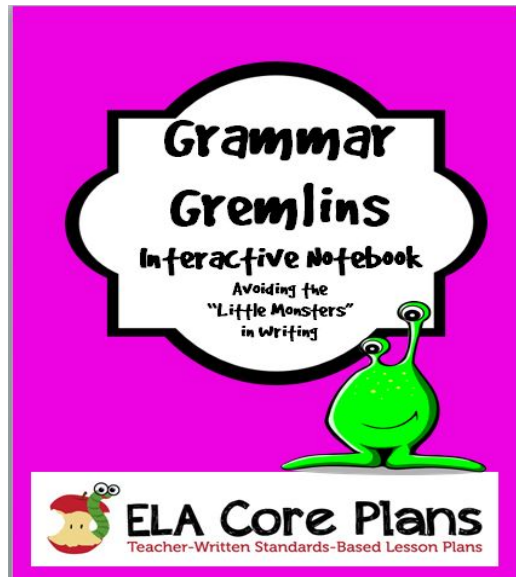
Grammar Gremlins

For the first twenty-five weeks, we study what we call a “grammar gremlin” of the week. A gremlin is a widespread and common error found in student writing. We begin with *its* vs. *it’s*. Each Monday, we introduce the “Gremlin of the Week” by passing out a mini-lesson. These lessons are student friendly and include tricks to help students learn. After we teach the lesson and make sure all students understand, it is time for them to respond. Students complete a foldable, flapbook, or cut-out as an interactive activity. The mini-lesson and foldable go in the Grammar Gremlin section of their notebooks. A practice page is then given either as classwork or homework for a quick assessment of that week’s gremlin. Each day, we review the “gremlin”. Then, on Friday, we give the quiz.

Grammar Gremlin Schedule

Week 1: It’s vs. Its
Week 2: Your vs. You’re
Week 3: To vs. Too
Week 4: Accept vs. Except
Week 5: A lot (It’s two words!)
Review Study Guide and Review Test 1
Week 6: Their, There, They’re
Week 7: I or Me?
Week 8: Who’s vs. Whose
Week 9: Affect or Effect
Week 10: Punctuating Dialogue
Review Study Guide and Review Test 2
Week 11: Dessert vs. Desert
Week 12: Principal vs. Principle
Week 13: Himself and Themselves
Skip week 14 due to Thanksgiving break

Week 15: Singular vs. Plural Pronouns
Week 16: Loose vs. Lose
Review Study Guide and Review Test 3
Week 17: Apostrophes
Week 18: Commas with Independent Clauses
Week 19: Semicolons
Week 20: The Colon
Week 21: Capitalization of Geographical Words and School Subjects
Week 22: Capitalization of Calendar Items, Brands, and Family Names
Week 23: Run-on Sentences
Week 24: Fragments
Week 25: Who vs. Whom
Review Study Guide and Review Test 4



See a sample of this resource on the next few pages. 😊

Weekly Exercises

Grammar Gremlins

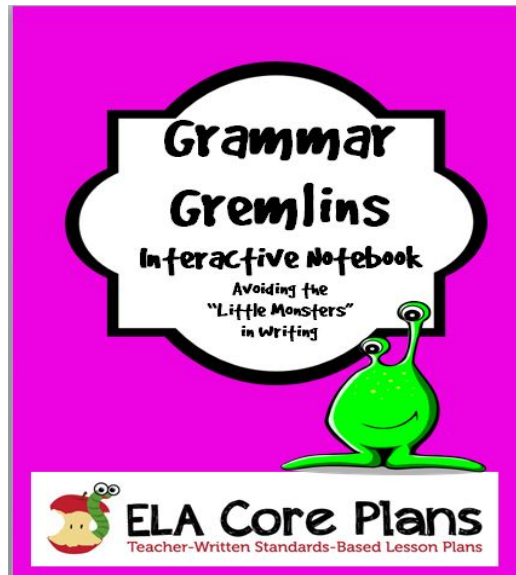
If the grammar lesson of the week is not for you, you can use a “grammar gremlin” of the week. A gremlin is a widespread and common error found in student writing. For those classes that need it, we use this curriculum and begin with *its* vs. *it’s*.

Each Monday, introduce the “Gremlin of the Week” by passing out a mini-lesson. These lessons are student friendly and include tricks to help students learn. After teaching the lesson and making sure all students understand, it is time for them to respond. Students complete a foldable, flapbook, or cut-out as an interactive activity. The mini-lesson and foldable go in the Grammar Gremlin section of their notebooks. A practice page is then given either as classwork or homework for a quick assessment of that week’s gremlin. Each day, the “gremlin” is reviewed. Then, on Friday, students take the quiz.

Grammar Gremlin Schedule

Week 1: It’s vs. Its
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Week 25: Who vs. Whom
Review Study Guide and Review Test 4



See a sample of this resource on the next few pages. 😊

It's vs. Its

It's always means it is or it has.

The apostrophe in it's takes the place of the missing letter.

It is = it's ~ Here the *i* is missing. **It has** = it's ~ Here the letters *h* and *a* are missing.

It's been a long time since the gremlin drank coffee without lemon. (It has been a long time...)

It's time to get a trim when a gremlin trips over its own fur! (It is time to...)

Test it! Try it is or it has in your sentence. If it sounds right, use it's. If it sounds weird, use its.

Its is a possessive pronoun.

Use it to show possession. If something belongs to "it", use *its*.

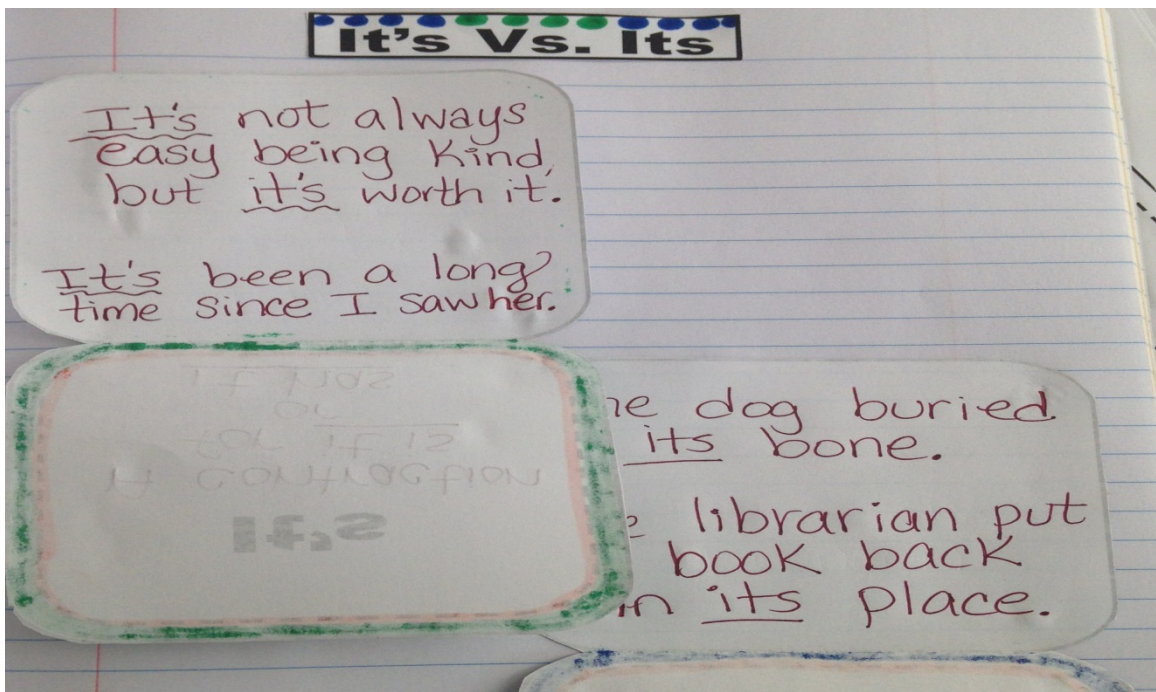
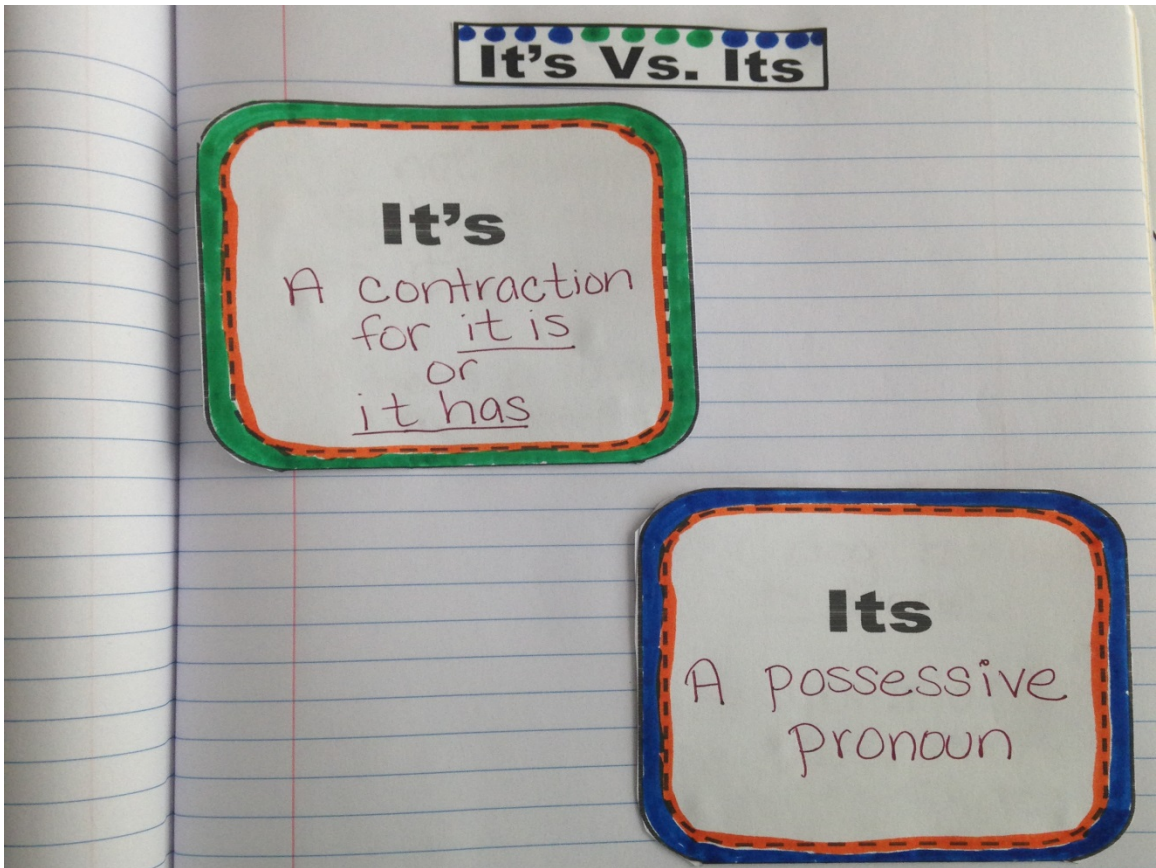
Ex. its bone, its house

While the gremlin was going crazy about its lost pet hippopotamus, its mommy was making a lost and found poster on the computer.

Practice (Choose the correct word in the parenthesis.)

1. The gremlin ate (it's its) favorite lunch- a spinach and chocolate sandwich.
2. The gremlin said, "(It's Its) almost time to walk my pet mouse."
3. After working in the garden, the gremlin washed (it's its) feet.

Foldable View



It's vs. Its

Notebook Foldable

Foldable Directions: Cut out each shape. Do not cut dotted lines. Fold the shape in half so that the words *it's* and *its* are facing up. Glue each box into notebook. Write the definition of each word under the word. Lift each square, and inside, write two sentences using the word.

It's

Its

Glue here.

Glue here.

It's vs. Its Practice

Directions: For numbers 1 – 4, write *its* or *it's* on the lines. For numbers 5 – 6, write two sentences of your own using *its* and *it's* at least one time each. Keep the gremlin nightlight story going. 😊

1. _____ a best kept secret.
2. Did you know that each and every gremlin keeps a night light in _____ room because gremlins are secretly scared of the dark!
3. Although _____ been centuries since a gremlin has seen a nightly monster, they all keep nightlights handy.
4. _____ quite surprising to most people.
5. _____

6. _____

KEY

Practice (Choose the correct word in the parenthesis.)

1. The gremlin ate (it's **its**) favorite lunch- a spinach and chocolate sandwich.
2. The gremlin said, “(**it's** its) almost time to walk my pet mouse.”
3. After working in the garden, the gremlin washed (it's **its**) feet.

Directions: For numbers 1 – 3, write *its* or *it's* on the lines. For numbers 4 – 5, write two sentences of your own using *its* and *it's* at least one time each. Keep the gremlin nightlight story going. 😊

1. **It's** a best kept secret.
2. Did you know that each and every gremlin keeps a night light in **its** room because gremlins are secretly scared of the dark!
3. Although **it's** been centuries since a gremlin has seen a nightly monster, they all keep nightlights handy.
4. **It's** quite surprising to most people.
5. **For a gremlin, it's critical to have a nightlight to be able to get any sleep at all.**
6. **It's been proven that gremlins need twelve hours of sleep each night, and without a nightlight, that is not possible.**

It's vs. Its Quiz

Name: _____

Directions: Write *it's* or *its* on each line.

1. She lost her puppy when the frisky poodle hopped out of _____ box.
2. _____ getting dark earlier now, so you will have to hurry.
3. As she ran to the backdoor, she said to herself, "_____ been a long time since I have had a job interview."
4. Because her pocketbook is new, _____ tags are still in place.
5. The boat fell over on _____ side.
6. _____ too hot outside to do anything at all today!
7. Each year when we drive to Florida, _____ very crowded!
8. _____ past time for you to return your library book.
9. Our town has seen half of _____ residents move to larger cities for work.
10. _____ going to be impossible to pay attention to him!
11. I just know _____ in the closet.
12. The team is missing _____ starting center for the game tonight.
13. The kitten is busy chasing _____ tail.
14. I think there is little chance _____ going to rain today.
15. The pizza slipped out of _____ box and plopped onto the floor.

It's vs. Its Quiz

Name: Key

Directions: Write it's or its on each line.

1. She lost her puppy when the frisky poodle hopped out of its box.
2. It's getting dark earlier now, so you will have to hurry.
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13. The kitten is busy chasing its tail.
14. I think there is little chance it's going to rain today.
15. The pizza slipped out of its box and plopped onto the floor.

Weekly Exercises continued

Greek and Latin Roots and Affixes

We also have a weekly Greek and Latin roots and affixes unit that lasts for six weeks.

This resource is devised so that on Mondays, a list of 18 common roots/affixes is introduced. Students glue this list in their notebooks and then create a foldable that can serve as a study guide. There are practice pages that can be used as homework for the week's list, and the list can be reviewed each day of the week before students take the quiz on Fridays.

When we first created this resource, we were using it as a weekly study, providing our students with the list of roots for the week on Monday and then practicing throughout the week and quizzing them on Fridays. However, **due to time constraints, we are now doing a “root of the day”**. We still follow the list in this resource and use the same foldables, practice pages and quizzes. However, now, instead of a quiz every Friday, we give the quiz after the entire unit's roots have been taught – usually every 18 days. Students glue in the foldables in their notebooks, and each day, they write the definition and examples of that day's root or affix.

See a sample from our spiraling root/affixes curriculum on the next few pages. 😊 The complete resource includes six weeks of lists, activities for students to complete, practice pages, word wall cards, flashcards, tests, and answer keys!

At the Root of It All

**A Spiraling
Affixes/Roots
Curriculum**

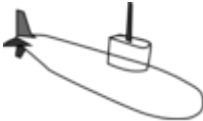





*I know the
root in this
word!*

**6 weeks of roots/affixes,
practice pages,
activities, and quizzes!
Also includes word wall
cards and flashcards!**







ELA Core Plans
Teacher-Written Standards-Based Lesson Plans







Unit 1

Sample

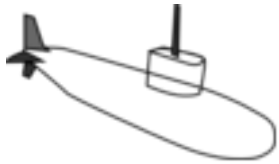
Stem	Meaning	Word	More Words
Sub	Under 	subterranean	
Omni	All 	omniscient	
Eu	Good, Pleasing 	euphony	
Mal	Bad, Evil 	malfunction	
Macro	Large, Long 	macrobiotics	
Anti, Ant, Anto	Against, Opposite 	antibiotic	

Sample

Stem	Meaning	Word	More Words
Amphi, Amb	Both, Two 	amphibious	
Auto	Self 	autonomous	
Bio	Life 	symbiotic	
Graph	Write, Written 	epigraph	
Helio, Sol	Sun 	solar	
Neo, Nov	New 	neonatal	

Stem	Meaning	Word	More Words
Paleo	Old 	paleontology	
Retro	Back/Backward 	retroactive	
Dorm	Sleep 	dormant	
Phobia	Fear 	aerophobia	
Terr(a)	Land, Earth 	subterranean	
Fy	Make, Do 	simplify	

(glue this section only)



← Cut along dotted lines ONLY
→



← Fold along solid vertical lines
→



(glue this section only)

Sample



Roots & Affixes Unit 1 ~ Practice A

Name: _____

Find a word that uses the following prefixes.

1. sub- _____

2. anti- _____

3. mal- _____

Which root/affix matches each meaning?

- Omni
- Mal
- Eu
- Ant(o)(i)
- Macro
- Graph
- Sol/ Helio
- Fy
- Amb/ amphi
- Sub
- Terra
- Auto
- Phobia
- Bio

4. written: _____

5. under: _____

6. life: _____

7. bad: _____

8. good: _____

9. all: _____

10. both, two _____

11. large/long: _____

12. self: _____

13. against/opposite: _____

14. fear: _____

15. land/earth: _____

16. make/do: _____

17. sun _____

Use your knowledge of roots and affixes to answer the following questions.

Sample

18. If something is **heliotropic**, it follows the _____.
19. A **neophilia** loves things that are _____.
20. What is **paleography**? _____
21. When doing looking at something in **retrospect**, you are looking _____.
22. An **autonomous** person is _____-sufficient.
23. **Subterranean** means something exists _____
the _____
24. **Dormitive** is used to describe something that causes _____.
25. A **territory** is _____ controlled by the
government.
26. A **malevolent** person or thing is _____ due
to deliberate attempts to cause harm.
27. A **macrofossil** is a fossil _____ enough to be
seen without the use of a microscope.

Name: KEY

Find a word that uses the following prefixes.

(Sample for each is provided)

1. sub- substitute

2. anti- anti-inflammatory

3. mal- maladjusted

Which root/affix matches each meaning?

- Omni
- Mal
- Eu
- Ant(o)(i)
- Macro
- Graph
- Sol/Helio
- Fy
- Amb/amphi
- Sub
- Terra
- Auto
- Phobia
- Bio

4. written: graph 5. under: sub

6. life: bio 7. bad: mal

8. good: eu 9. all: omni

10. both, two: amb/amphi 11. large/long: macro

12. self: auto 13. against/opposite: ant(o)(i)

14. fear: phobia 15. land/earth: terra

16. make/do: fy 17. sun sol/helio

Use your knowledge of roots and affixes to answer the following questions.

Sample

18. If something is **heliotropic**, it follows the sun.
19. A **neophilia** loves things that are new.
20. What is **paleography**? old writings
21. When doing looking at something in **retrospect**, you are looking backward.
22. An **autonomous** person is self-sufficient.
23. **Subterranean** means something exists below the land.
24. **Dormitive** is used to describe something that causes sleep.
25. A **territory** is land controlled by the government.
26. A **malevolent** person or thing is evil due to deliberate attempts to cause harm.
27. A **macrofossil** is a fossil large enough to be seen without the use of a microscope.

Weekly Exercises continued

Weekly Reading Homework

It is vital that our students read independently and make meaning of a text, and when the text is difficult for them, annotating can certainly help! This is why we teach our students to annotate a text very early in the year.

Currently at our school, we are using the Collections textbook by Houghton Mifflin Harcourt. A Close Reader workbook accompanies this textbook, and each of our students have one. This is perfect for homework! We assign a story, article, or essay a week from this workbook and require our students to annotate the text as they read. We do not make them do the questions in the workbook; they only must annotate. Students can copy answers to questions, and we all know that in this day in time, a picture taken on a cell phone can deliver all of the homework answers in a snap. By having them annotate, we can ensure that they are doing their own work.

This is the way that we make our weekly reading homework work in our classrooms:

1. Monday – Give the assignment from the workbook. Tell them to read it through without stopping.
2. Tuesday – Students are to reread the text and annotate it in the margins as they read. Tell them that they have until Thursday to finish reading and annotating.
3. Thursday- Walk around the room checking annotations while students are working on the bell ringer. It's an easy check because you can flip through and skim what they've written to see if they have comprehended.
4. Friday – Give a quiz on the selection. There were no quizzes that came with this workbook, so we created one for each selection. We usually only give students about 15 minutes to complete the quiz.

There are only 18 selections in this workbook, so that is the first two nine weeks covered for weekly reading homework. For the last two nine weeks, we assign different articles and stories which we make copies of so that students can write on them.

On the next page, you will see the list of selections from this workbook. We are also providing you with a FREE quiz for the first story: “Big Things Come in Small Packages” by Eleanora Tate.

List of Collections Close Reader 7th Grade Workbook Selection Quizzes

- **Big Things Come in Small Packages** – Short story by Eleanora E. Tate ~ 16 multiple choice questions
- **Finding Your Everest** – Essay by Robert Medina ~ 9 multiple choice questions and 1 fill in the blank objective summary
- **Arachne** – Greek Myth Retold by Olivia E. Coolidge ~ Myth teaching page, 18 multiple choice questions, myth activity
- **Heartbeat** – Short story by David Yoo ~ 14 multiple choice questions
- **Saving the Lost** – Science article by Reynaldo Vasquez ~ 10 multiple choice questions
- **Comparing Versions of A Christmas Carol** - Charles Dickens, Israel Horovitz, Marvel Comics ~ 10 multiple choice questions
- **From Polar Dream** – Memoir by Helen Thayer ~ 15 multiple choice questions
- **The Hidden Southwest: The Arch Hunters** – Essay by James Vlahos ~ 10 multiple choice questions
- **Problems About Nature** – “Problems with Hurricanes” “Prayer to the Pacific” “Tornado at Talladega” - 5 multiple choice questions for each poem
- **Is Space Exploration Worth the Cost?** – Online essay by Joan Vernikos ~ 8 short answer/fill in the blank questions
- **Teenagers and New Technology** – Magazine article by Andres Padilla-Lopez ~ 10 multiple choice questions
- **Labels and Illusions** – Essay by Lourdes Barranco ~ 10 multiple choice questions
- **He—y, Come On Ou—t!** – Short story by Shinichi Hoshi ~ 12 multiple choice questions
- **from “The Most Daring of [Our] Leaders” by Lynne Olson and Speech from the Democratic National Convention by John Lewis** ~ 20 multiple choice questions (10 per selection)
- **Doris is coming** – Short story by ZZ Packer ~ 10 multiple choice questions
- **Difference Maker: John Bergmann and Popcorn Park** – Newspaper article by David Karas ~ 14 multiple choice questions

Big Things Come in Small Packages

Short Story

By Eleanora E. Tate

A Multiple
Choice Test
From
Collection 1
Houghton
Mifflin
Harcourt's
Close Reader



ELA Core Plans
Teacher-Written Standards-Based Lesson Plans

This is an assessment tool to accompany the short story ***Big Things Come in Small Packages*** from Houghton Mifflin Harcourt's Close Reader for Seventh Grade.

In our classrooms we use our Close Reader for weekly homework. On Monday, we assign the reading. Students have until Friday to read and annotate the text. We grade their annotations for a homework grade. Friday in class, they take the multiple-choice assessment for a quiz grade. Included in this assessment bundle...

- A sixteen question multiple-choice question assessment for
 - *Big Things Come in Small Packages* by Eleanora E. Tate
- Answer key is provided.

Big Things Come in Small Packages

Name _____

Date _____

1. Why do people make fun of Tucker Willis?
 - a. because of his weight
 - b. because of his height
 - c. because of his family
 - d. because of his hair
2. What does LaShana Mae (the narrator) call Tucker?
 - a. Lollipop
 - b. Cracker Jack
 - c. Sharp Shooter
 - d. Tootsie Roll
3. Tucker really enjoys _____ and _____.
 - a. running, duck hunting
 - b. baseball, soccer
 - c. fishing, surfing
 - d. sailing, swimming
4. Which of the following best describes Tucker?
 - a. well-rounded
 - b. shy
 - c. intelligent
 - d. gullible
5. Which of the following passages best supports your answer to number 4?
 - a. Everybody liked him, and he was good at almost everything he put his hands to. But when Tucker turned eleven or twelve, he was still so short he looked like an elf.
 - b. Tucker could do almost anything that any other kid his age could do. He was a hotshot shortstop... he could jump like a flea on the basketball court. He was smart in school. He was in the Boy Scouts. He could swim like a fish – and even surf!
 - c. Somehow Tucker and Richard pushed and pulled that raft- with the guy glued to it – close enough to shore that the man was able to wade in the rest of the way.
 - d. And you know what? Tucker grew to be six feet five. He played on the North Carolina Central University Eagles basketball team, joined the U.S. Coast Guard, and lives in Kill Devil Hills, North Carolina, on the Outer Banks.
6. Who is the narrator of this story?
 - a. LaShana Mae
 - b. Tucker Willis
 - c. Richard
 - d. an unseen narrator
7. What was LaShana Mae's mother's motive in telling LaShana about the people who got baptized in Calico Creek?
 - a. to inform LaShana about her ancestors
 - b. to persuade LaShana to gett baptized there herself
 - c. to help LaShana stay out of trouble
 - d. to help LaShana understand more about Tucker
8. What do LaShana Mae and Tucker have in common?
 - a. They both own their own boat.
 - b. They both learned to swim at the age of two.
 - c. They both have parents who are in the Coast Guard.
 - d. They are both called names by other kids.

9. Where does Tucker see a picture of Richard?
- in a museum
 - in a book about the Coast Guard
 - in a picture of the local Coast Guard in the newspaper
 - in a yearbook
10. Who did Tucker see in the water when he was struggling to save the man on the raft?
- his father
 - a woman named Linda
 - a man named Richard
 - LaShana Mae
11. What did the man who Tucker rescued give Tucker?
- \$100
 - a gold coin
 - a brand new boat
 - a high five
12. After the rescue, _____
- people start calling Tucker Tugboat
 - people stop making fun of Tucker
 - Tucker is well known for what he did
 - all of the above
13. Tucker finds out that Richard _____.
- had been dead for 100 years
 - had stolen someone's identity
 - was never actually in the Coast Guard
 - was not a real person but was a robot
14. Which of the following would be the **best** theme for this story?
- Sometimes great things come in small packages.
 - Boating safety is extremely important.
 - Everyone should believe in ghosts.
 - If at first you don't succeed, try and try again.
15. At the end of the story, we find out that the narrator is _____.
- also called Tugboat
 - Tugboat's wife
 - Richard's sister
 - Richard's mother

Richard said that Tucker would make a good tugboat and one day might even grow to be a big ship.

16. Which of the following best explains what Richard means by this metaphor?
- One day Tucker would be very tall and strong.
 - No matter his size, Tucker would be able to do mighty things, but one day he may even grow to be bigger.
 - While he is small, Tucker cannot do much, but one day, he may grow tall and stronger.
 - While he is still growing, he should try and try again when he fails.

Big Things Come in Small Packages

Name **Key**

Date _____

- Why do people make fun of Tucker Willis?
 - because of his weight
 - because of his height**
 - because of his family
 - because of his hair
- What does LaShana Mae (the narrator) call Tucker?
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- Tucker really enjoys _____ and _____.
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- Which of the following best describes Tucker?
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 - And you know what? Tucker grew to be six feet five. He played on the North Carolina Central University Eagles basketball team, joined the U.S. Coast Guard, and lives in Kill Devil Hills, North Carolina, on the Outer Banks.
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 - While he is still growing, he should try and try again when he fails.

Download our [Bundle for the 7th grade Collections Close Reader](#) from our TpT store, and you will have a test for every selection in the workbook! Just click the picture below. Use these assessments this year and for years to come!

Quizzes for Selections in Collections Close Reader 7th Grade

Is Space Exploration Worth the Cost?
Online Essay
A Multiple Choice Test From Collection 4 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Big Things Come in Small Packages
Short Story
By Eleanora E. Tate
A Multiple Choice Test From Collection 1 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Saving the Lost
Science Article
A Multiple Choice Test From Collection 2 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Heartbeat
Short Story
By David Yoo
A Multiple Choice Test From Collection 2 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Labels and Illusions
Essay
By Lourdes Barrios
A Multiple Choice Test From Collection 4 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

from Polar Dream
Memoir
By Helen Thayer
A Multiple Choice Test From Collection 3 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Arachne
Greek Myth
retold by Olivia E. Coolidge
A Multiple Choice Test From Collection 1 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

The Hidden Southwest: The Arch Hunters
Essay
By James Walsh
A Multiple Choice Test From Collection 3 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

He-y, Co On ou—
Short Story
A Multiple Choice Test From Collection 5 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

reference Maker: John Bergmann Popcorn Park
Newspaper Article
A Multiple Choice Test From Collection 6 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Teenagers and New Technology
Magazine Article
By Andrea Padilla Lopez
A Multiple Choice Test From Collection 5 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Finding Your Everest
Essay
By Robert Medina
A Multiple Choice Test From Collection 2 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Comparing Versions from A Christmas Carol
A Multiple Choice Test From Collection 2 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Doris is Coming
Short Story
By ZZ Packer
A Multiple Choice Test From Collection 4 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Stinging Tentacles Offer Hint of Ocean's Decline
Newspaper Article
A Multiple Choice Test From Collection 4 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

from "The Most Daring of [Our] Leaders" and Speech from the Democratic National Convention
A Multiple Choice Test From Collection 6 Houghton Mifflin Harcourt's Close Reader
ELA Core Plans

Close Reader

ELA Core Plans
Teacher-Written Standards-Based Lesson Plans

Literature Circles / Book Clubs

One per 9 weeks

How we fit it into our schedule

At our school, the last period of the day is called AR time. AR stands for Accelerated Reader. This is a program in which students read books and take computerized tests to earn points and a grade. With locker breaks and afternoon announcements, we are left with approximately thirty-five minutes daily for this reading time. Students choose their own books to read and are encouraged to use their Lexile ranges for guidance. Once per nine weeks, we use AR time for our literature circles.

What books do we Use for our 7th graders?

Over the years, we have written multiple novel units for a range of books. Because we have already developed standards-based lessons and tests for these novels, we use these for our literature circle choices. We have a list of 24 novels from which our students can choose.

How Literature Circles Work for us

Our students are grouped by ability at our school. Even so, within a class, we have students who read on different levels and of course have a range of reading interests.

- We create a list for each class that gives them a choice of at least five books. For classes with mixed abilities, lists may need to be individualized so that book choices match ability levels. It is, however, good to challenge students in literature circles, so if they read a book that is a little hard for them, it is okay.
- After a “book talk” (quick preview and introduction of titles) provided by the teacher, students are allowed to take a look at each book, read a page or two of it, and read the back cover.
- Next, on an index card, students write down their top three choices. We collect the cards and form groups keeping in mind which students would work well together. Four to five students are placed in a group.

How literature Circles Work for Us Cont.

- Once groups are in place, a reading assignment schedule is given to the students. Because we do have the reading AR time in place in our school, we allow three weeks to complete literature circles. The schedule tells them how many chapters must be read before each of the three meetings.
- On a calendar, students write down the dates of the meetings. At the last meeting, students must be done with the book.
- In groups, students will use their reading assignment schedules to make their reading plan. They decide how much should be read each day in order to reach the reading deadline before the meeting.
- While reading, students use sticky notes as they come across one of the five reading signposts. If you have never heard of the reading signposts, you need to read the book *Notice and Note Strategies for Close Reading* by Kylene Beers and Robert Probst. Students also complete Literature Circle Preparation sheets (included in this packet). We do not assign roles. We feel that each student should contribute equally for each meeting.
- Prior to meeting, we give students a five question comprehension check to make sure they have completed the reading assignment. This holds them accountable. For those who fail the quiz, we make a decision based on our knowledge of the kid and his/her ability as to whether or not to allow the student to participate in the meeting. Often, we will have the child read the chapters instead of participating.
- On meeting days, we provide a small snack to students. This generates excitement. Students are allowed to eat the snack (even if it's just a Blow Pop) during the meeting.
- Our Literature Circle Discussion Guide is printed on cardstock and laminated. This guide is present at each meeting so that students can follow the directions on how to lead the meeting. It allows plenty of student-generated discussion. After everything on the discussion guide is complete, students share the most significant reading signpost that they noted with a Post-it note and discuss it. Then, if time allows, groups work on a quick group activity specifically for that section of that particular novel.
- For our struggling readers, we use guided reading during the Literature Circle times and assist these groups by guiding them in questions and understanding of their reading. We return to text, ask individuals in the group to read portions aloud, and work with fluency issues as well.
- At the last meeting, groups will create a book project to present to the class. The next day, they will be required to take a test on the novel. They will also take the Accelerated Reading test on the computer so that they can earn points.
- We only do one novel for literature circles per nine weeks, so that is four total for the year. For the remaining four weeks of AR time, students read whatever they want and take AR tests to earn points as normal.
- We have created a literature circle library of 24 books. This resource includes everything needed to foster literature circles the way that we do. It is complete with the literature circle discussion guide, book projects to be completed by groups after completing a novel, reading assignment schedules for each book, 2 comprehension checks per novel, specific group activities per novel, and tests for all of the novels.

Ready, Set... Begin

What you will do to prepare for book clubs

- Using the 24 novel titles in this teaching unit, make choosing lists for students in your class based on their ability and interests.
- Organize books in baskets so that students can preview them.
- Print and organize all handouts needed.
- Print your Discussion Guides on Cardstock and laminate or place in page protectors (one per group)
- Buy candy or snacks if you will be providing them for the meetings.
- If possible, collect bag chairs for comfy seating. Store these in a large trash can in your classroom.

What students will use to prepare for meetings.

- Reading assignment schedule (will have dates of meetings, and how much needs to be read before the meeting)
- Book Club Preparation Guide
- Novel (of course 😊)

What you will use to make sure students have read the assignment

- Five-question Comprehension Check – specific to the book

What students will need during the meeting

- Novel
- Book Club Preparation Guide
- Book Club Discussion Guide ~ One per group on cardstock
- Group Activity Assignment Page – specific to the book

How often students will have meetings

- There are three meetings per novel. So ideally, students will meet once a week for three weeks.

What students will do once the book is complete

- Complete a group project together – Choose from the ideas in this teaching unit
- Take the final test for the novel – One for each novel included in this unit

How many times can Book Clubs be held in a school year?

- We do one per nine weeks, so that is four novels total.
- It's up to you!

We are providing our Book Club Preparation Guide for free on the next couple of pages. Check out our [entire resource](#) ⁵⁹ [for book clubs!](#)

Book Club Preparation

Discussion Starters

Complete one of the following about the portion of the book you have read so far.

I think...

I liked...

I felt...

I wonder...

Each person in the group should come prepared with at least one and no more than three thought provoking questions. These questions cannot be answered with a simple yes/no.

My Discussion Questions

If you're stuck, look at these tips for writing questions:

Think about characters. Ask questions about their motives , how they relate to other characters, how the story would be different if the point of view were changed.

Think about confusing parts. Is there anything going on that is hard to understand? Can you ask questions about this part?

Think about the deeper meaning and ask questions about it.

Try a *what if* question.

Try a question starting with *why did*.

Book Club Preparation

Each student should choose one passage from this portion of reading that he/she likes the most, finds the most important or one he/she would just like to discuss with the group. Write the lines and page number in the box.

My favorite line(s)/quote:



Each student summarizes the reading portion by writing a two word summary and a hashtag summary. For example:

#Delritahasisolatedherself ~ hashtag summary

Totally isolated ~ 2 word summary

My Summary:



Book Club Novel List Teacher Master

For struggling Readers ~ List A

Shorter books

Because of Winn-Dixie

Freckle Juice

Sarah, Plain and Tall

Tales of a fourth grade nothing

On My Honor

Longer Books

Double Dutch

Holes

Small Steps

For middle level (on grade level) Readers ~ List B

The Great Gilly Hopkins

Stargirl

Love, Stargirl (sequel to Stargirl) by

Number the Stars by

Maniac Magee by Jerry Spinelli

Bridge to Terabithia by

Hatchet by Gary Paulsen

Rules by

For upper level readers ~ List C

Hoot by Carl Hiaasen

Flush by Carl Hiaasen

The Outsiders by S.E. Hinton

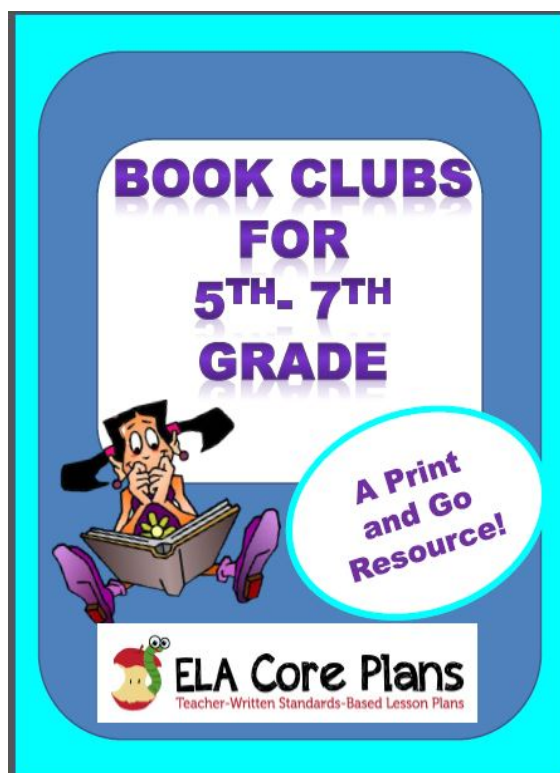
Tuck Everlasting by

The Watsons Go to Birmingham by

The Giver by

Island of the Blue Dolphins by

The Boy in the Striped Pajamas by



We offer a book club library for these 24 novels. This resource includes everything needed to foster book clubs the way that we do. It is complete with the literature circle discussion guide, book projects to be completed by groups after completing a novel, reading assignment schedules for each book, 2 comprehension checks per novel, specific group activities per novel, and tests for all of the novels. This resource provides a wealth of material that can be used not only for literature circles but for any type of individual novel study or class read as well.

List A:

Shorter books

Because of Winn-Dixie

Freckle Juice

Sarah, Plain and Tall

Tales of a fourth grade nothing

On My Honor

Longer Books

Double Dutch

Holes

Small Steps

List B:

The Great Gilly Hopkins

Stargirl

Love, Stargirl (sequel to Stargirl)

Number the Stars

Maniac Magee

Bridge to Terabithia

Hatchet

Rules

List C:

Hoot

Flush

The Outsiders

Tuck Everlasting

The Watsons Go to Birmingham

The Giver

Island of the Blue Dolphins

The Boy in the Striped Pajamas

Supply List for ELA Class

Five-subject notebook:

- Sections 1 & 2: Grammar Gremlins
- Section 3: Literature
- Section 4: Writing
- Section 5: Roots & Affixes

Pencil boxes

Scissors

Glue or tape

Crayons

Colored pencils

Highlighters

Big pink erasers

Class set of the following novels

***The Man Who Loved Clowns* by June Rae Wood**

***The Devil's Arithmetic* by Jane Yolen**

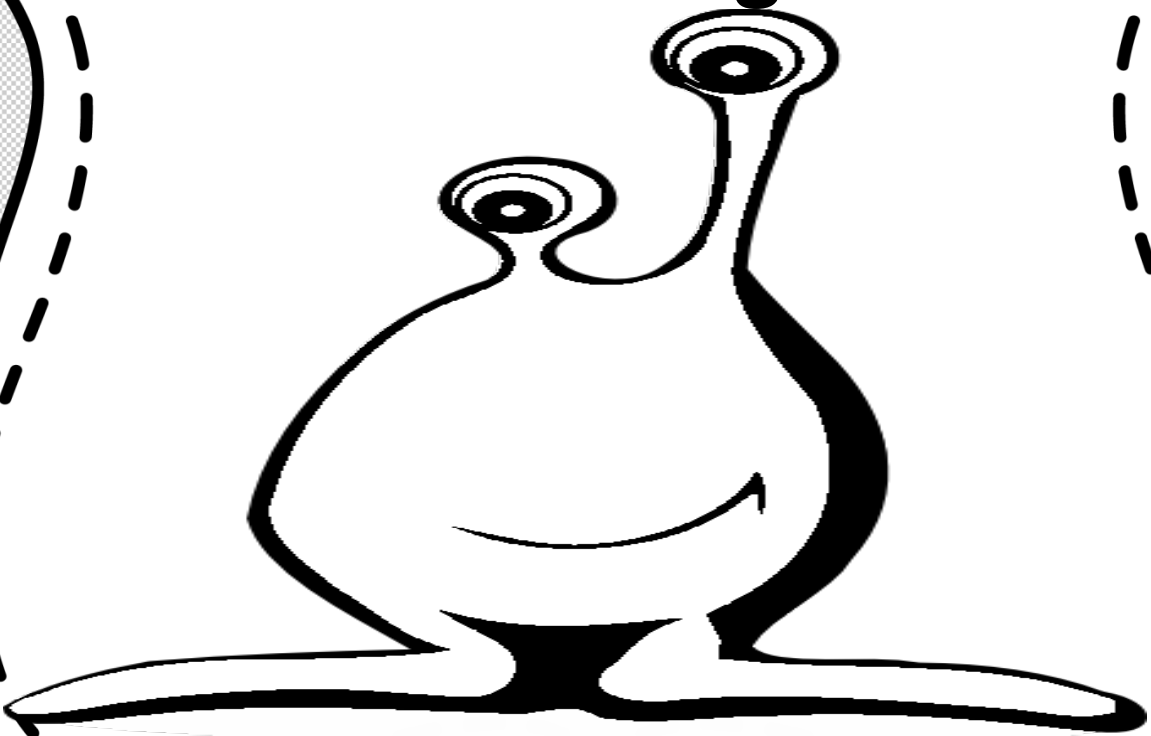
***The Tale of Despereaux* by Kate DiCamillo**

Sets of four or five of each literature circle novel

Our students use a five-subject notebook for our class. On the following four pages are our interactive notebook cover pages. Students glue these on the dividers or at the beginning of each section.

Grammar Gremlins

**Avoiding the “Little
Monsters”
in Writing**



Grammar
Lesson
Of the
Week



Literature Section

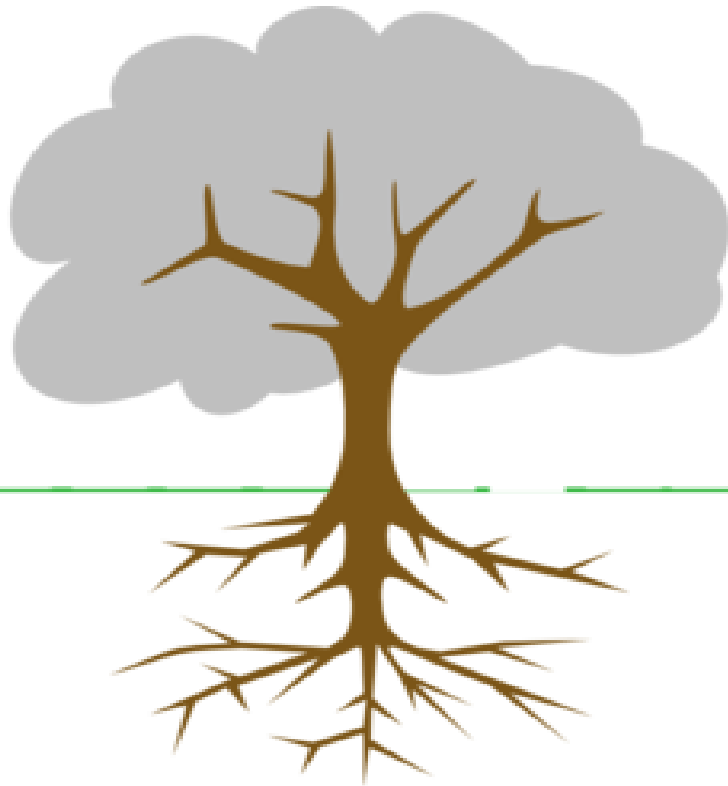
Novel Unit handouts
Short story handouts



Writing Section



**Roots &
Affixes
Section**



First Nine-Weeks Weeks 1-6

*Note: Our classes are 60 minutes.

[Back to school activities](#), interest inventory, go over rules and procedures, set up interactive notebook sections, set up daily work folders, explain [Daily Dose](#) and [Core CHOMP](#) procedures

- Every day – Daily Dose and Core CHOMP
- Grammar of the week lessons – one per week starting with the parts of speech (Monday: introduce, Tuesday-Thursday: practice and review, Friday: quiz)

Teach students to annotate a text. They will do this for their weekly reading homework. We use two poems to teach them how to annotate. This resource is included for you in the next few pages.

Weeks 2-6 (Use this novel to introduce the 6 Reading Signposts)

Novel study – [The Man Who Loved Clowns](#) by June Rae Wood

We use this novel as a whole-class study. Teacher reads aloud, students read in groups for readers' theater, and some chapters are assigned to be read independently. Following is the focus of each chapter:

Chapters 1-2: Author's craft (lead, imagery, symbolism)

Chapters 3-4: Understanding Idioms & Making Inferences/Drawing Conclusions

Chapter 5: Reader's Theater

Comprehension Quiz Chapters 1-5

Chapter 7 Active Reading Guide

Chapters 6-7: Word Choice, Dialect, and Tone

Writing Opportunity: Extended Metaphor Poem

Chapter 8: Conflict

Study Guide Chapters 1-8

Test Chapters 1-8

Chapters 9-10: Foreshadowing & Point of View

Chapters 11-12: Mood and Metaphors

Writing Opportunity: Extended Metaphor Poem

Chapter 13: Figurative Language & Conflict

Chapter 14: Compare/Contrast, Symbolism & Turning Point

Chapter 15: Taking a Closer Look

Study Guide for Test 2

Test Chapters 9-16

Chapter 17: Indirect Characterization

Chapter 18: Readers' Theater

Chapters 18-19: Change

Chapters 21-21: Motivation, Figurative Language, Discussion

After Chapter 24: Theme

Character Analysis

Writing an Epitaph

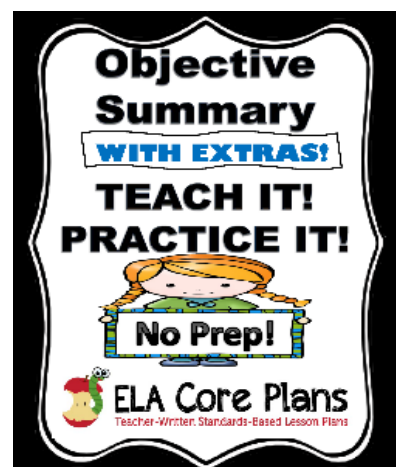
Final Project

Unit Test

Students love this novel, and they fall in LOVE with our class because of it! We offer our [entire unit](#) for this novel in our store.

A Typical day in weeks 2-6

- Class enters the room and students begin working on Daily Dose and Core CHOMP. They also record the “root word of the day”.
- After approximately seven minutes, teacher goes over the word of the day, root of the day, calls on students to correct the edit sentence, and calls on students for answers to Core CHOMP, using teachable moments as needed.
- Daily work is placed back in folders, and folders taken up.
- Now it’s time for [grammar lesson of the week](#) work. If it is Monday, the lesson will be distributed. Students will put it in their notebooks and highlight important parts of the lesson as the teacher explains it. Students will complete the practice questions as teacher walks around to monitor and assess. If it is Tuesday-Thursday, the lesson will be reviewed and practice will be provided. If it’s Friday, students will take the quiz.
- Next, it’s time to turn to our novel. We will read a chapter or two and complete an activity in which we will cover a literary term, respond to the literature, or analyze the author’s craft.
- Throughout these weeks, we will teach our students to write objective summaries, as this is one of the 7th grade standards. On the next page, you will see the format that we follow to teach this. If you would like an entire teaching packet providing examples, non-examples, and tons of practice with [objective summaries](#), check out our teaching unit in our TpT store!



Annotating Poetry

**A Lesson Featuring
the Poems**

“Oranges” by Gary Soto

“Guilt” by Jed Chambers



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans

Annotating a Poem Lesson Procedures

1. Explain that you will be practicing “annotating a text”. Explain that this means that you write in the margins and that it helps you to comprehend and analyze a text.
2. Give out the handout listing some of the things to be on the lookout for when annotating.
3. Explain that you will be annotating one poem together, and then students will complete one independently.
4. Give out the poem title “Oranges” by Gary Soto.
5. Instruct students to read the poem one time silently without writing anything.
6. After everyone has had a chance to read the poem, tell students that you will be “annotating” it together. Instruct students to write what you write.
7. Model your thoughts as you read small portions of the poem. Write your thoughts, questions, inferences, and even meanings of words in the margins. Also, write down any literary devices that you see at work in the poem. Allow students to contribute, as they may see things that you do not. Everyone will write the same thing. There is a sample included in this packet.
8. Next, you will give your students the poem titled “Guilt”. I recommend that you do not give the questions out with it, as this will encourage students to go straight to the questions instead of first annotating.
9. After students finish annotating the text, you may want to take a look to see if they spent enough time doing so. For example, I looked to see if my students understood the meaning of “cormorant” in line 16. If they didn’t, I had them return to figure it out.
10. After students have spent an ample amount of time annotating the poem, give them the questions.
11. After the lesson, have a discussion with students about how annotating really helps them to understand. They most likely will all agree!

When annotating fiction or poetry, be on the lookout for and write down...

- who the text is talking about
- where the characters are
- who the narrator is
- any words you do not know
- any question that pops into your mind
- your thoughts, feelings, or reactions about what is happening
- any literary device
 - Imagery, figurative language, sound devices, symbolism, etc.
- what the title may mean
- what lesson or theme you can take away from the text

Oranges

by Gary Soto

The first time I walked
with a girl, I was twelve,
cold, and weighted down
with two oranges in my jacket.
December. Frost cracking
beneath my steps, my breath
before me, then gone,
as I walked toward
her house, the one whose
porch light burned yellow
night and day, in any weather.
A dog barked at me, until
she came out pulling
at her gloves, face bright
with rouge. I smiled,
touched her shoulder, and led
her down the street, across
a used car lot and a line
of newly planted trees,
until we were breathing
before a drugstore. We
entered, the tiny bell
bringing a saleslady
down a narrow aisle of goods.
I turned to the candies
tiered like bleachers,
and asked what she wanted-
light in her eyes, a smile
starting at the corners

of her mouth. I fingered
a nickel in my pocket,
and when she lifted a chocolate
that cost a dime,
I didn't say anything.
I took the nickel from
my pocket, then an orange,
and set them quietly on
the counter. When I looked up,
the lady's eyes met mine,
and held them, knowing
very well what it was all
about.

Outside,
a few cars hissing past,
fog hanging like old
coats between the trees.
I took my girl's hand
in mine for two blocks,
then released it to let
her unwrap the chocolate.
I peeled my orange
that was so bright against
the gray of December
that, from some distance,
someone might have thought
I was making a fire in my hands.

Sample Annotation

Oranges
by Gary Soto

flashback

Speaker - 12 years old
1st time he walked with girl

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.

why oranges?

December. Frost cracking
Beneath my steps, my breath
Before me, then gone;

Imagery

As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.

Her house - light always on

A dog barked at me, until
She came out pulling

Imagery

At her gloves, face bright
With rouge. I smiled,

make-up, blush

Touched her shoulder, and led
Her down the street, across

A used car lot and a line
Of newly planted trees,
Until we were breathing

Drugstore

Before a drugstore. We
Entered, the tiny bell

imagery

Bringing a saleslady
Down a narrow aisle of goods.

I turned to the candies
Tiered like bleachers,

Smile - Helps me to see candy

And asked what she wanted -
Light in her eyes, a smile

He wants to buy her something. Aweeee

Starting at the corners
Of her mouth. I fingered

A nickle in my pocket;

And when she lifted a chocolate
That cost a dime,

I didn't say anything.
I took the nickle from

My pocket, then an orange,

Back the day
He's got 5¢
She's happy!

So Sweet
She wants candy that cost 10¢

Not enough!

And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what it was all
About.

He made a bargain without saying a word.

The clerk understands!
The clerk knows he doesn't have enough \$

Clerk helped him!

onomatopoeia
Space means time has passed.

Outside,

A few cars hissing past,
Fog hanging like old

simile

Coats between the trees.

imagery

I took my girl's hand
In mine for two blocks,

Awwwwwww Goals! 😍

Then released it to let
Her unwrap the chocolate.

I peeled my orange

That was so bright against
The gray of December

That, from some distance,

Someone might have thought

I was making a fire in my hands.

Symbolism!
Love + happiness

Guilt

We would fish,
and we would enjoy it.
that's what my mother said.
I had never fished before,
5 so I called you.

At the pier we baited our hooks –

slipped barbs into rancid shrimp.
The shining silver pierced one side
and emerged,
10 glistening, on the other.

Then we cast.
Yours landed far away
near one of the fishing boats,
but mine landed close –
15 too close perhaps-
to the solitary black cormorant
who clumsily flapped away
and screamed at me in its foreign tongue.

Then came reluctant waiting.

20 Finally, I felt a sharp tug
and I saw it –
the blue-white streak
cut through the brine
like harnessed lightning
25 a mackerel.

The monofilament stretched taut.
Slowly I reeled it in.
as it lay there,
30 staining the dock crimson,
You killed it.
“Just a fish,” you claimed.

But when it was cooked
for our dinner
I tasted
35 guilt.

-Jed Chambers

Sample Annotation

2

Guilt

We would fish, (1) > mother is making them
And we would enjoy it.

1 That's what my mother said. > fish
I had never fished before, > forcing them to go
So I called you. > beginner @ fishing

2 At the pier we baited our hooks - (6) > getting ready to fish

3 Slipped barbs into rancid shrimp. - baited hooks w/ shrimp
The shining silver pierced one side > imagery
And emerged,
Glistening, on the other.

Then we cast. (11) > bait in the water

Yours landed far away - far

4 Near one of the fishing boats, - close to another boat
But mine landed close - > closer than others
Too close perhaps - > too close

To the solitary black cormorant > bird

Who clumsily flapped away > flew away

And screamed at me in its foreign tongue. > bird language

5 Then came reluctant waiting. (19) > waiting for a bite

Finally, I felt a sharp tug (20) > he finally got a bite

And I saw it - > he saw the fish

The blue-white streak > color of fish

6 Smile Cut through the brine > cut through the water

Like harnessed lightning

A mackerel. type of fish

The monofilament stretched taut. (26) hook became tight

Slowly I reeled it in. reeling in the fish

AS it lay there, > laying there dead

Staining the dock crimson, > bleeding

7 You killed it. - guilt

"Just a fish," you claimed. > reassuring himself

But when it was cooked > (32) killed & cooked
For our dinner

8 I tasted
Guilt. > he felt guilty so he couldn't enjoy the fish

1. True or false.? The speaker in the poem has never been fishing before this day.
 - a. true
 - b. false
2. After reading the first stanza, the reader can infer _____.
 - a. that the speaker is excited about going fishing
 - b. that the speaker has no choice but to go fishing
 - c. that the speaker is taking his brother fishing
 - d. that the speaker will catch lots of fish
3. With whom does the speaker go fishing?
 - a. with his mom
 - b. with his dad
 - c. by himself
 - d. with someone unnamed in the poem
4. Where do the speaker and the person who is with him fish?
 - a. in a pond
 - b. off of a pier
 - c. in a lake
 - d. off of a river bank
5. Which line from the poem gives context clues to help you figure out what a *barb* is?
 - a. line 7
 - b. line 8
 - c. line 11
 - d. line 12
6. What is a cormorant?
 - a. a fish
 - b. a rock near a bank
 - c. a bird
 - d. a worm

The monofilament stretched taut (line 26)

7. What is this line referring to?
 - a. The fishing line tightened.
 - b. The boat began to rock.
 - c. The fish stretched out to bite the hook.
 - d. The gills of the fish became stiff.
8. What kind of fish was caught?
 - a. a catfish
 - b. a bass
 - c. a mullet
 - d. a mackerel
9. What stained the dock crimson?
 - a. the speaker's blood.
 - b. blood from the fish
 - c. paint from the fishing rod
 - d. a drink that was spilled
10. How does the speaker feel about the fishing trip?
 - a. He loved it.
 - b. He was disturbed by it.
 - c. He liked it, but he did not love it.
 - d. He was frightened of the fish.
11. Which of the following best describes the ending of the poem?
 - a. The speaker feels guilty for not having fun when his mother told him that he would have fun.
 - b. The speaker feels guilty for leading the fish to its death.
 - c. The speaker feels guilty for catching a fish when the person with him did not catch one.
 - d. The speaker feels guilty for eating the fish.
12. What mood is created with the author's word choice in lines 11-18 and lines 26-31?
 - a. disturbing
 - b. discouraging
 - c. embarrassing
 - d. relaxing
13. List words and/or phrases from these lines that create this mood.

1. True or false.? The speaker in the poem has never been fishing before.
 - a. **true**
 - b. false
2. After reading the first stanza, the reader can infer _____.
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 - a. **disturbing**
 - b. discouraging
 - c. embarrassing
 - d. relaxing
13. List words and/or phrases from these lines that create this mood.

screaming, staining, killed

How to write an objective summary:

- ✓ **Name it** – Identify the title and author.
- ✓ **Verb it** – Use a verb like one of the following:
 - ❖ Shows
 - ❖ Describes
 - ❖ Explains
 - ❖ Discusses
 - ❖ Lists
 - ❖ Illustrates
 - ❖ Teaches
 - ❖ Compares
- ✓ **Central Idea it** – Identify the main idea.
- ✓ **Major details to support it**

First Nine-Weeks

Weeks 7-9

- Every day – [Daily Dose](#) and [Core CHOMP](#), Plus Root of the Day
- [Grammar Lesson of the Week](#)– one per week (Monday: introduce, Tuesday- Thursday: practice and review, Friday: quiz)

Reading

- Read the play [Sorry, Wrong Number](#) by Lucille Fletcher. This play is in our Literature book which is *Collections* by Houghton Mifflin Harcourt. The play can also be found online. We begin this story by showing a power-point about the history of the telephone. This provides students with needed background information. We assign parts to students and let them read aloud. They LOVE this play! When we finish reading, students answer some open-ended response questions. Then, we show the movie. We ordered the movie from Amazon. There is a good bit added to the movie, so we provide note-taking handouts for students to use while watching. After watching the movie, we give a test comparing the play to the movie.

Writing

- Teach students to write an [objective summary](#).
- Begin to prepare for the “[Dead Word Funeral](#)” by having students complete obituary and eulogy for a verb or adjective that needs to be “laid to rest”. Each student has his/her own word. Sample words to bury: went, big, stuff, said
- Hold the [Dead Word Funeral](#) in which these words are laid to rest. This is an excellent way to reinforce lessons on word choice. After the funeral, create a dead word bulletin board and tell students they may no longer use the words on the board.

We have created a packet with everything you need to hold your own [dead word funeral!](#)

Second Nine-Weeks

Weeks 1-5

- Every day – Daily Dose and Core CHOMP
- Grammar Gremlins – one per week (Monday: introduce, Tuesday-Thursday: practice and review, Friday: quiz)
- Week one of this week is usually around Halloween for us. We will have students write [Halloween lunes and candy corn haiku](#). We will also read “[Duffy's Jacket](#)” which is a story by Bruce Coville in our previous Literature book, of which we kept a class set (Holt Rinehart Winston *Elements of Literature*) This is the PERFECT read-aloud for Halloween!
- **Reading:** Weeks 2-5 we will read the following stories and informational texts and teach different literary elements, how to answer open-ended response questions, how to cite the text in an answer, and analyze the author’s craft.

“[Rogue Wave](#)” – short story (In Collections Literature book)

“[The Monsters are Due on Maple Street](#)” –Teleplay from “The Twilight Zone” (Holt Literature book)

“[Three Skeleton Key](#)” – short story (Holt Literature book)

“The Burmese Python” – informational text in Collections literature series

“[Heart beat](#)” [short story](#) in close reader of Collections Literature

- **Writing:** Students will begin to write “Strong Paragraphs”. Have students turn in at least one a week. If there is not enough class time, paragraphs can be assigned for homework. Use handout *Strong Paragraphs Have...* to introduce.

Have students color code the paragraphs so that they can make sure they have all parts. At this point in the year, everything listed on the handout has not been taught, so paragraphs must be graded based on what students know so far.

Teach mini-lessons on all of the elements of a strong paragraph as the weeks continue. *In our state, our students must write a text dependent analysis. Our guidelines for the strong paragraphs will work for this type of writing.

By writing paragraphs that are clear, concise, and unified, students will learn valuable lessons on how to later write essays.

The next pages provide you with our Strong Paragraph handouts! Enjoy!



Strong Paragraphs Have...

A topic sentence **Underline in green.**

- **Should state the main idea of the paragraph**
- **Typically the first sentence in the paragraph**
- **In order to write a good topic sentence, think about all the points you want to make. Decide on a category or topic that all of those points fit under, and then write it as your topic sentence.**

At least three supporting sentences, but four are better. **Underline in yellow.**

- **Should not have “wandering” sentences that are off topic**
- **Should provide details, facts, reasons, and/or discussion**
- **Should have a good organizational flow and use transition words when needed**
- **Should use strong action verbs when possible**
- **Word choice should be appropriate and precise yet not too simple (ex. Use *enormous* instead of *big*)**
- **Should not be circular in reasoning, which means all of your sentences should not say the same thing in a different way. Ex. *Homework should be eliminated because it steals family time. Family time is completely removed when students are forced to do homework.* These two sentences say the exact same thing, just with different words.**
- **Should include voice by causing a response in the reader This response could be a nod of agreement, a smile, a laugh, a frown, a tear, a statement of “That is so right!”, etc.**
- **Should vary in sentence structure. Sentences should start in different ways. Some should be short, some long, some simple, some compound, some complex, some compound/complex.**

An ending sentence. **Underline in red.**

- **Can restate the topic sentence in a different way**
- **Can call the reader to action**
- **Can express how you feel about the topic**
- **Can express what you think about the topic**
- **Can state a well-known quote that sums up or relates to the topic**
- **Can ask a final question about the topic**

A consistent verb tense and point of view

Correct spelling

Correct capitalization and punctuation

Correct grammar

Complete sentences – no run-on sentences and no fragments



Strong Paragraph Mini Lesson List

Teach mini-lessons on the following:

- How to figure out your topic sentence
- Identifying sentences that wander (off topic sentences)
- Using appropriate and different transition words
- Revising word choice and using strong verbs in paragraphs
- Eliminate circular reasoning – What can your supporting details be?
- Practice writing with voice
- Identifying voice in essays
- Varying sentence structure
- Starting sentences with different words and in different ways
- Writing good wrap-up/ending sentences
- How to keep verb tense consistent
- How to recognize inconsistent point of view
- Sentence fragments
- Run-on sentences



Strong Paragraph Topics

Narrative

Write a paragraph...

- describing your classroom through the eyes of a mouse
- about aliens invading your school
- about a frog meeting a princess
- about an elderly man learning some of the popular dances that middle school students know
- about a day that it rained marshmallows
- about walking into a haunted house
- about seeing a shark while in the ocean
- about a super- hero showing up in the cafeteria
- describing a monkey on the loose in your school

Expository

Write a paragraph...

- Explaining why _____ is your favorite activity
- Explaining why _____ is your favorite place to be
- Describing your bedroom or a room in your house
- Explaining your perfect idea of a snow day
- Describing your idea of a good teacher
- Explaining what it means to be brave
- Comparing and contrasting dogs and cats as pets
- Explaining why you would choose to be a _____ if you had to choose to be an animal for a day
- Explaining one thing that could improve your school and why



Strong Paragraph Topics

Argumentative

Write a paragraph...

- arguing why homework should or should not be eliminated
- arguing for or against school uniforms
- arguing for students to have more or less free time
- arguing for or against kids receiving an allowance
- arguing for or against more lunch choices in your school cafeteria
- arguing for or against school days becoming four days a week
- arguing for or against the legal driving age becoming fourteen
- arguing whether or not cell phones can be used in the classroom for learning
- arguing whether or not money can buy you happiness

Generic Text Dependent Writing Prompts- You will need to find your own articles or stories to use with these prompts.

- How does the point of view in the story affect the plot?
- How does the main character treat other characters? What evidence does the author include?
- What literary devices are used in this poem, and how do they contribute to the meaning?
- How does the dialogue help you understand the interaction between characters?
- How did the author's choice of words affect the passage?
- Analyze how the author develops the main argument in the editorial.
- What did you learn after reading this passage?
- What supporting details does the author use to help you learn about _____.
- What new information did you learn from the text features?



Strong Paragraph Rubric

Criteria	Possible Points	Points Earned
Paragraph is complete and contains topic sentence, at least 3 supporting details, and ending sentence.	20	
Supporting sentences provide good details, reasons, facts, or discussion and do not wander or give circular reasoning.	20	
Word choice is effective, precise, and well chosen. "Baby words" are not used.	20	
The paragraph is interesting and written with voice.	20	
There are no "grammar gremlins" or other grammar/punctuation mistakes from the ones we have studied to this point in the school year.	20	

On the following three pages, we are providing the following:

- ❑ an acronym that we use to teach students to answer questions that require textual evidence
- ❑ The graphic organizer that we use to teach students to write text dependent analysis essays (taught later in the year)

Restate the question.


Answer all parts of the question.

Cite evidence from text.


Explain your answer.

Introduction: Grabber & Topic Sentence


Paragraph 2 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text


Paragraph 3 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?


Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text

Paragraph 4 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

 Reason/Point – What else can I say to explain this topic sentence?

 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text

Evidence from Text

Evidence from Text

Paragraph 5 – Conclusion ~ Topic sentence restated and closing sentence(s)

Second Nine-Weeks

Weeks 6-9

- Every day – Daily Dose and Core CHOMP Plus Root of the Day
- Grammar Lesson of the Week – one per week (Monday: introduce, Tuesday: Thursday: practice and review, Friday: quiz)
- **Writing:** Continue to assign “Strong Paragraphs”. Have students turn in at least one a week. If there is not enough class time, paragraphs can be assigned for homework. Grade the paragraphs based on grammar gremlins that have been covered thus far, details, word choice, any other mini-lesson covered to this point, and completion.
- **Reading** Read the following
 - [“The Highwayman”](#)
 - [“The People Could Fly”](#)
 - “Scrooge and Marley” from A Christmas Carol in our literature book
 - [“After Twenty Years”](#)Informational text ~ magazine article “Magic and the Brain” in our literature book
- [Rikki tikki tavi](#)

Christmas Activities

- These are the weeks right before Christmas break. We listen to “Mr. Grinch” and analyze the figurative language used in the song. Students then create their own figurative language. We sell this [fun Christmas activity](#) in our store.
- We also play [a gift exchange game](#) on the last two days before the break. Students bring in something from home – nothing new. They can bring it in wrapped or wrap it at school with wrapping paper provided by the teacher. They must not tell anyone what their gift is. It can be a gag gift but must be appropriate for school. We then play the white elephant gift exchange game. We pull Popsicle sticks with students’ names on them to decide the order in which students choose gifts. In our room, no one can open a gift until everyone has one. Then, students open them one at a time. Once all gifts are opened, students must write thank you notes to the person who gave the gift thanking them for it and telling them how they will use it. Students must be creative when they have been given something like a potato. 😊 It’s a lot of fun, and with the thank-you note component added, a writing lesson is included! Download [complete directions for this fun game](#) for FREE by clicking this link to our TpT store.

Third Nine-Weeks

Weeks 1-6

- Every day – Daily Dose and Core CHOMP
- Grammar Gremlins – one per week (Monday: introduce, Tuesday-Thursday: practice and review, Friday: quiz)

Writing

- Teach how to write different grabbers– use [PowerPoint to teach the following types of grabbers:](#)
 - Figurative Language
 - Riddle
 - Imagine Statement
 - Famous Quote or Song Lyric
 - Three Questions in a Row
 - Startling Fact
 - Definition
- Practice, practice, practice writing introductions with a grabber and topic sentence.
- Begin writing five-paragraph essays instead of paragraphs. Use the building blocks writing prewriting method (provided in this packet).

Reading

- Novel Study (Choose one of the following for a whole-class read, or choose one as a whole-class read and/or assign another as an independent novel study.)

[The Devil's Arithmetic-](#)

[The Tale of Despereaux-](#)

Homework/ Extra reading assignments:

Memoir [from Polar Dream](#) in our literature book

Informational text “Magic and the Brain” in our literature book

Research

Before starting the novel, have students research a topic relevant to the novel and create a PowerPoint to present their findings. For example, if reading *The Devil's Arithmetic*, students will research a Seder dinner, the ritual and history of the Passover, and concentration camps.

*NOTE: After bell work and gremlin work, we usually do one day focused on reading and the next focused on writing. Sometimes we do two days in a row on writing and then two days on reading, depending on the flow of the class. It is just too much to fit it all in one 60 minute class.

Enjoy the prewriting handouts that we are including on the next couple of pages!

1

Grabber and Topic Sentence

2

First of all

**Main Idea,
Reason /Point 1**

- Supporting detail
- Supporting detail
- Supporting detail
- Supporting detail

Final Thought

3

Also,

**Main Idea,
Reason /Point 2**

- Supporting detail
- Supporting detail
- Supporting detail
- Supporting detail

Final Thought

4

In addition,

**Main Idea,
Reason /Point 3**

- Supporting detail
- Supporting detail
- Supporting detail
- Supporting detail

Final Thought

5

As you can
see,

Restate **Topic Sentence**
Zinger (awesome wrap-up sentence)

1

2

First of all,

3

Also,

4


In addition,

5


As you can see,

Introduction: Grabber & Topic Sentence


Paragraph 2 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text


Paragraph 3 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?


Evidence from Text


 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text

Paragraph 4 transition word & topic sentence

 Reason/Point – What can I say to explain this topic sentence?

 Reason/Point – What else can I say to explain this topic sentence?

 Reason/Point – What else can I say to explain this topic sentence?

Evidence from Text

Evidence from Text

Evidence from Text

Paragraph 5 – Conclusion ~ Topic sentence restated and closing sentence(s)

[The Devil's Arithmetic](#) Chapter Focus

Pre-reading Activity

Chapter Titles

Chapter 2: Hannah's Family & Flashback

Chapter 3: Symbolism and Foreshadowing

Chapter 4: Hannah's New World: Indirect Characterization

Chapter 5: Figurative Language

Chapter 6: Chaya and Her New Friends

Chapter 7: The Badchan's Poem – Students Write Their Own

Test Chapters 1-7

Answer Key – Chapters 1-7

Chapter 8: Tone & Foreshadowing

Chapter 9: Allusion

Chapter 10: Bringing to Life the Harsh Reality (Word choice, Dialogue, Details)

Chapter 11: Writing Opportunity

Chapters 11 & 12: Irony

Chapter 13: Discussion Questions

Chapter 14: Elaborate on a Quote & Know the Language

Test chapters 8-14

Answer Key – Chapters 8-14

Chapter 15: Imagery & Euphemisms

Chapter 16: Discussion Questions & Sentence Fluency

Chapter 17: Suspense

Chapter 18: Discussion Questions

Chapter 19 & Epilogue: Discussion Questions

Character Analysis

Final Test

Holocaust "I Am" Poem

After the Novel Discussion

We offer our complete [novel unit for The Devil's Arithmetic](#) in our store!

The Tale of Despereaux Chapter Focus

Chapters 1 & 2 Meet the Mice
Chapters 3 & 4 Foreshadowing, Discussion, Simile
Chapter 5 Writing Opportunity
Chapters 6 & 7 Expanding on Quotes
Chapter 8 Examine a Word
Chapter 9 Discuss and Predict
Chapter 10 Meaning of Words
Chapter 11 Despereaux's Feelings
Chapter 12 Acrostic Poetry
Chapter 14 Setting
Chapter 15 Point of View
Test ~ Book the First
Chapter 16 Summarizing & Compare/Contrast
Chapter 17 Discussion
Chapter 18 Literal vs. Figurative Meanings
Chapter 19 Context Clues
Chapter 20 Tone
Chapter 21 Discussion
Chapter 22 Silent Conversation
Chapter 23 Cause & Effect
Test ~ Book the Second
Chapters 24 & 25 Writing Opportunity
Chapter 26 Poetry / Comparison
Chapter 27 Song Lyrics
Chapter 28 Comprehension / Discussion
Chapter 29 Reader's Theater
Chapter 30 The Dungeon
Chapter 31 Mig
Chapters 32 & 33 Words to Know
Test ~ Book the Third
Chapters 34 & 35 Emotions
Chapter 36 Discussion
Chapters 37 & 38 The Heart
Chapter 39 News Report
Chapter 40 Forgiveness
Chapter 41 Characterization
Chapter 42 A Quest
Chapters 43 & 44 Discussion / Poem
Chapter 45 Personification
Chapter 48 Imagery
Chapters 49 & 50 Title Analysis
Chapters 51 & 52 Fate
Test ~ Final
ABCs of The Tale of Despereaux
Movie Watching Comparison Guide
Test Comparing Novel to Movie
Test on Solely the Movie

We offer our complete novel unit in our store!

Third Nine-Weeks

Weeks 7-9

- Every day – [Daily Dose](#) and [Core CHOMP](#)
- Roots of the day using Roots and Affixes Study, [Grammar Lesson of the Week](#)

Writing

- Continue writing five-paragraph essays – focus: [expository writing](#)
- Introduce rubric for writing
- Allow students to work with a partner as they revise a model essay. Project their revisions on screen and discuss as a class.
- Students use our essay evaluation form to help them see their strengths and weaknesses in writing and then revise their own expository writing.

Reading

- Continue Novel Study
[The Devil's Arithmetic](#) (Powerful novel about Holocaust)
[The Tale of Despereaux](#) (Best read-aloud book ever!)

Informational texts for homework:

- Magazine article "[Teenagers and New Technology](#)" in *Collections* literature book.
- Essay "[Labels and Illusions](#)" in *Collections* literature book

A Typical Day in Weeks 7-9 of Third Nine Weeks

- Class enters the room and students begin working on Daily Dose and Core CHOMP.
- After approximately seven minutes, teacher goes over the word of the day, calls on students to correct the edit sentence, and calls on students for answers to Core CHOMP, using teachable moments as needed.
- Daily work is placed back in folders, and folders are taken up.
- Now it's time for [Grammar of the Week](#) work. If it is Monday, the lesson handout will be distributed. Students will put it in their notebooks and highlight as the teacher explains. Students will complete the foldable as the teacher walks around to monitor and assess. If it is Tuesday-Thursday, the lesson will be reviewed and practice will be provided. If it's Friday, students will take the quiz.
- Next, with approximately thirty minutes left in class, we will either continue with the novel or work on writing. There is not enough time to do both, so we will alternate writing and reading throughout the week. For example, on Monday- reading, Tuesday- writing, Wednesday-Reading Thursday-Writing Friday-Writing.

Enjoy some of our Essay Evaluation forms on the next few pages! These will help students revise their own writing by taking a look at what they do and do not have in an essay.

Essay Evaluation Form A

Name _____

Date _____

Title of essay or Prompt _____

Write your topic sentence on the lines below.

If you did not have a topic sentence in your essay, write one now on the lines below.

Read through the three paragraphs in the body of your paper. List your three main explanations or focal points below.

Explanation/point in paragraph 2: _____

Explanation/point in paragraph 3: _____

Explanation/point in paragraph 4: _____

Look at paragraph two of your paper. Check all that apply to this paragraph.

- I really do not have one main idea in this paragraph. I wrote about different things.
- I did not really explain my point. Instead, I “preached to” the reader, or told the reader what he/she should or should not do.
- Each statement that I made is followed by an explanation or a supporting detail.
- I did not have enough supporting details to explain. Some of my statements have no explanation at all.
- I fully explained my point in this paragraph with at least three supporting details.
- I got off topic in this paragraph.

Essay Evaluation

Look at paragraph three of your paper. Check all that apply to this paragraph.

- I really do not have one main idea in this paragraph. I wrote about different things.
- I did not really explain my point. Instead, I “preached to” the reader, or told the reader what he/she should or should not do.
- Each statement that I made is followed by an explanation.
- I did not have enough supporting details to explain. Some of my statements have no explanation at all.
- I fully explained my point in this paragraph with at least three supporting details.
- I got off topic in this paragraph.

Look at paragraph four of your paper. Check all that apply to this paragraph.

- I really do not have one main idea in this paragraph. I wrote about different things.
- I did not really explain my point. Instead, I “preached to” the reader, or told the reader what he/she should or should not do.
- Each statement that I made is followed by an explanation.
- I did not have enough supporting details to explain. Some of my statements have no explanation at all.
- I fully explained my point in this paragraph with at least three supporting details.
- I got off topic in this paragraph.

Look at your conclusion. Did you restate your main point? Yes No

Write an interesting part of the ending on the lines below.

Essay Evaluation Form B

Name _____

Date _____

Title of essay or Prompt _____

Write your grabber/lead on the lines below.

Write your topic sentence on the line below.

Read through the three paragraphs in the body of your paper. List your three main explanations /focal points below. Jot down, in shorthand, your details, facts, or explanations.

Explanation/point in paragraph 2: _____

- Detail/fact/explanation _____
- Detail/fact/explanation _____
- Detail/fact/explanation _____

Explanation/point in paragraph 3: _____

- Detail/fact/explanation _____
- Detail/fact/explanation _____
- Detail/fact/explanation _____

Explanation/point in paragraph 4: _____

- Detail/fact/explanation _____
- Detail/fact/explanation _____
- Detail/fact/explanation _____

Look at your conclusion. Did you restate your main point? Yes No

Which words or phrases show that you thought about your word choice? Write three of them. _____

Fourth Nine-Weeks

Weeks 1-3

- Every day – Daily Dose and Core CHOMP
- Grammar lesson of the week

Writing

- Continue writing five-paragraph essays. – focus: argumentative writing
- Complete “[argue your point](#)” exercises at least twice a week.
- Allow students to work with a partner as they revise a model essay. Project their revisions on screen and discuss as a class.

[Analyze the Development of Theme](#)

We will teach students to analyze the development of theme. This is a tough process because students must learn to analyze how an author sets up the theme in the beginning of a story, makes the theme more recognizable in the middle, and shows it complete by the end. We have created a [comprehensive resource](#) that helps us teach this important standard for the 7th grade.

Standardized Test Prep

- A lot of time will be spent preparing for standardized testing. Students will complete prompt practice for several prompts- not actually writing out an essay but dissecting the prompt itself and planning out the essay.
- Practice tests for reading and writing will be given during this time with an emphasis on informational text.

Enjoy a sample *Expository Prompt Practice* on the next page! We do several of these in the weeks before standardized testing when there is not enough time to write out entire essays.

Expository Prompt Practice

Think of someone you know or someone you have learned about in school whom you admire. Explain why you admire this person.

- Underline what the prompt is asking you to do.
- Write your topic sentence on the line below.

In the box below, list some of the ideas you could write about.

Think of a place that you would like to visit. Explain why you would like to visit this place.

- Underline what the prompt is asking you to do.
- Write your topic sentence on the line below.

In the box below, list some of the ideas you could write about.

Fourth Nine-Weeks

Weeks 4-9

- Every day – Daily Dose and Core CHOMP
- At this point, all root words and affixes have been taught. Review grammar lessons and root words as needed with games such as Bingo and Jeopardy.
- Continue to prepare for testing.
- After testing, watch movies based on the novels we have read in class. *The Tale of Despereaux*, *The Devil's Arithmetic* have movies.
- Our students go on a field trip during one week of this time.
- Complete black out poetry using old magazine and book pages. Students black out all words on the page except the ones they want to form a poem.
- Read fairy tales from literature book and begin the [“Welcome to My Fairy Tale”](#) unit in which in groups, students rewrite an original fairy tale to make it a modern day tale. They create a skit, practice it, bring in props, and then finally perform them for each other. Our students LOVE this end of the year activity!

We hope you enjoyed this glimpse into how we fit everything into a year of ELA. There is a ton to teach, and we are always updating and creating new ways to provide our students with the best 7th grade year! If you are interested in purchasing our 7th grade Everything We Do Mega bundle, you can download everything mentioned in this packet. This mega bundle includes the following resources:

- [Daily Dose 7th grade](#)
- [Core CHOMP! 7th grade](#)
- [Grammar Gremlins](#)
- [Roots/Affixes Unit](#)
- [*The Man Who Loved Clowns* teaching unit](#)
- [*The Devil's Arithmetic* teaching unit](#)
- [*The Tale of Despereaux* teaching unit](#)
- [Book Clubs](#) – including everything you need for 24 novels!
- [*Rogue Wave* short story unit](#)
- [*Duffy's Jacket* short story unit](#)
- [*Sorry Wrong Number* teaching unit](#)
- [*The Monsters Are Due on Maple Street* teaching unit](#)
- [Three Skeleton Key story unit](#)
- [*The People Could Fly* story unit](#)
- [*After Twenty Years* story unit](#)
- [Rikki-tikki-tavi story unit](#)
- [The Highwayman Teaching Unit](#)
- [Types of Grabbers Teaching PowerPoint](#)
- [Expository Writing Unit](#)
- [Argue Your Point Writing Unit](#)
- [Halloween Lunes and More Activities](#)
- [The Grinch Christmas Activity](#)
- [Dead Word Funeral](#)
- [Welcome to My Fairytale Teaching Unit](#)
- [Back to School Bundle](#)

Buy our [7th grade mega bundle](#) with all of these resources or buy only the ones you want in our TpT store

Click the picture below to buy our ELA Mega Bundle. You'll have everything you need to teach 7th grade this year and for years to come!

Seventh Grade ELA Mega Bundle



**Everything You Need to Teach
7th Grade ELA**

If you enjoyed this teaching unit, visit our website:

www.elacoreplans.com

Or, you can visit our TpT store!

<https://www.teacherspayteachers.com/Store/Ela-Core-Plans>

We have tons of resources for ELA teachers including [novel units](#), [short story lessons](#), [writing activities](#), and [Common-Core bell ringer activities](#). You can print free samples from all of these online teaching materials!

Happy Teaching! 😊

ELA Core Plans

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Teacher-Written Standards-Based Lesson Plans