**MISSOURI STATE UNIVERSITY**

**Daily Lesson Plan**

Name: Christie Levey Date: November 4, 2010

Subject: English Grade Level: 7th

Measurable Objectives:

Students will be able to:

* Analyze a person essay
* Activate prior knowledge to improve comprehension
* Compare and contrast characters

Standards: (identify the standards related to this lesson: e.g., MoSTEP, Conceptual Framework,

Subject Area, etc.)

7.R.2.A.1.b – Use grade level text to recognize and interpret the text features of fiction, poetry and drama

Anticipatory Set: (motivation)

Chopsticks

Instructional Input: (materials/technology/procedures)

Book – page 10 and 11

6 slips of paper – one with each of the words on it

Dry Erase Board and D.E. Markers – two different colors

Worksheet – Response to Literary Essay

Worksheet – Quick Check “Fish Cheeks”

Procedure

1. As a class, read aloud the Personal Essay “Fish Cheeks”
2. Each table group comes up with a sentence for one of the following words - read aloud (1-2 minutes)
	1. Appalling
	2. Bulging
	3. Wedges
	4. Clamor
	5. Rumpled
	6. Muster
3. Have students compare American and Chinese Table Manners by having the students raise their hands and give examples of Chinese Table Manners from the text (or experience) and American Table Manners from experience – List in T-chart form
4. Using the Response to Literature Essay, give each group one of the six sections (if there is time count students off by six and have them move to their assigned group) and have them answer the questions on the right hand side. Give 5 minutes to work on this. Than have one representative from each group gives their answers to the class.
5. If there is enough time – handout Quick Check Worksheet for students to answer and turn in

Modeling:

Answer question number one on the “Response to Literature Essay” as an example of how to do number one.

Comprehension Check:

* After students complete vocabulary sentences, they will read them aloud to demonstrate understanding of each vocabulary word.
* Use T-Chart to show differences in cultures
* Use Response to Literature Essay to show understanding on different aspects of an essay
* Students answer Quick Check worksheet in class or at home to show understanding of essay read

Assignments:

Guided Practice:

Reading Personal Essay

Sentences using vocabulary words

T-Chart

Response to Literature Essay Worksheet

Fish Cheeks Quick Check Worksheet

Independent Practice (only include homework and exams or tests here):

Fish Cheeks Quick Check Worksheet – finish as homework

Closure/Summary:

By the end of the class period, students should have the ability to find errors in an essay and to be able to analyze a personal essay.

Application: (connects/applies content to life skills)

By creating their own sentences using the vocabulary words, students should be able to connect the story in the essay to their own real life situations.

Modifications: (Identify and briefly describe specific changes and/or accommodations made to meet the learning needs of

students from diverse backgrounds, including students from different ethnic and racial groups, students with IEP’s, ESL students,

and students with different learning styles, etc.)

 Audio version of Fish Cheeks for IEP learners.