



jovial

adjective

jo·vial

\ 'jō-vē-əl \

1 : markedly good-humored especially as evidenced by cheerfulness and conviviality : [jolly](#)

- *a jovial host*
- *a jovial welcome*

Task:

Number your paper from 1 to 3.
Write three sentences where the tone is *jovial* in each one.

Weekly Syllabus– August 2018

AMENDED



Mon–27th

Tue–28th

Wed–29th

Thu–30th

Fri–31st

Mon–27th	Tue–28th	Wed–29th	Thu–30th	Fri–31st
<p>Bell Ringer:</p> <p>Reading Interest Survey</p>	<p>Bell Ringer:</p> <p>Number your paper from 1 to 3. Write three sentences where the tone is <i>jovial</i>.</p>	<p>Bell Ringer:</p> <p>Number your paper from 1 to 5. Write five declarative sentences using eight (8) or more words.</p>	<p>Bell Ringer:</p> <p>In one minute and thirty seconds, list as many things as you can that are blue. (Wait for the timer!)</p>	<p>Bell Ringer:</p> <p>“Spotlight on Writing” Students will share some of their writing from this week.</p>
<p>Copy the “I CAN” statement: I CAN learn to be a successful 7th grader.</p>	<p>Copy the “I CAN” statement: I CAN read and comprehend a poem.</p>	<p>Copy the “I CAN” statement: I CAN learn to work well with others.</p>	<p>Copy the “I CAN” statement: I CAN identify and use the writing process.</p>	<p>Copy the “I CAN” statement: I CAN behave well in my language arts class daily.</p>
<p>Activities:</p> <p>Promote Writing Composition Notebooks</p> <p>Copy Discipline Rules</p> <p>What is Poetry?</p> <p>Discuss poetry terms</p> <p>Select and discuss annotation symbols</p>	<p>Activities:</p> <p>Review Discipline Rules</p> <p>Discuss the poem, “The Sun Goes Down on Summer”</p> <p>Discuss the poetry terms found within</p> <p>Begin writing sample</p>	<p>Activities:</p> <p>Review Discipline Rules</p> <p>Students will turn in writing samples.</p> <p>Students will learn to work together by participating in a timed activity called, “Pulse It!”</p> <p>We will discuss how to collaborate properly.</p> <p>Students will read a poem entitled, “Where I’m From.”</p>	<p>Activities:</p> <p>Discuss the writing process</p> <p>Introduce and discuss our writing rubric</p> <p>Talk about color-coding our work</p> <p>Annotate the poem, “Where I’m From” together</p> <p>Discuss important poetry terms found within</p> <p>Draft a poem of our own</p>	<p>Activities:</p> <p>Administer our Discipline Exam</p> <p>Discuss the setup of your notebooks/binders</p> <p>Continue working on your poem, peer edit using our rubric</p>
<p>Homework:</p> <p>Read and annotate the poem, “The Sun Goes Down on Summer.”</p>	<p>Homework:</p> <p>Give your parents their homework assignment! Students will complete their writing sample.</p>	<p>Homework:</p> <p>Complete any unfinished classwork.</p>	<p>Homework:</p> <p>The poem you create must have 16 lines. Select a topic you know a lot about and use a template.</p>	<p>Homework:</p> <p>Type the final copy of your poem this weekend and submit it via _____. If you cannot submit it online, bring it to class on Monday.</p>