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| **Week**  **Of**  August 15, 2016 | **Jennings Junior High Lesson Plan Template** | | | | | | | |
| **Subject: English Language Arts** | | | | | **Grade Level: 8** | | **Instructor(s): Goodloe** | |
|  | | **Monday** | **Tuesday** | | **Wednesday** | | **Thursday** | **Friday** |
| **Key Concepts -Learning**  **Targets /Daily Objective** | | I will be able to:   1. Identify the meaning of words and phrases 2. Analyze words, phrases, and sentences | I will be able to:   1. Demonstrate command of the conventions of standard English grammar using IXL 2. Demonstrate command of the following skills RL 8.1 & RL 8.4 using IXL/Actively Learning | | I will be able to:   1. Analyze dialogue & events 2. Identify character traits 3. Analyze words, phrases, and sentences | | I will be able to:   1. Demonstrate command of the conventions of standard English grammar using IXL 2. Demonstrate command of the following skills RL8.1 & RL 8.4 using IXL/Actively Learning | I will be able to:   1. Demonstrate knowledge of skills previously introduced |
| **Essential Question(s)** | | Can all conflicts be resolved? | | | | | | |
| **Common Core**  **Standards** | | RI 8.3, RI 8.4, RL8.1, RL8.3, SL8.4, W 8.4 | | | | | | |
| **DOK Level(s)** | | 3 | | 3 | 3 | 3 | | 3 |
| **Vocabulary** | | aromas, liberation, drama, drawl, irony, propel, provoke, dialogue, reveal, scheme, specific, tone summative, | |  |  |  | |  |
| **Class Procedures/Lesson Design** | | **Do Now: (5-7 minutes)**  Paragraph Editing | | **Do Now:** (**5-7 minutes)**  Paragraph Editing | **Do Now:** (**5-7 minutes)**  Paragraph Editing | **Do Now:** (**5-7 minutes)**  Paragraph Editing | | **Do Now:** (**5-7 minutes)**  Journal Entry # 1 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies**  Introduce “War of the Wall”  Introduce the following vocabulary words by saying each word aloud, discuss prior knowledge of the vocabulary words | | **Whole Group Lesson Anticipatory Set/Objective, including strategies**  State the assigned skills for the day, why the skills are needed, the time restrictions for each skill, and instructions for completing IXL/Actively Learning  Students will have 15-20 minutes per skill | **Whole Group Lesson Anticipatory Set/Objective, including strategies**  Aims Web Assessment  Continue with “War of the Wall”  Participate in a 3rd reading - students will take notes in their composition books  Skills: Analyze text , plot development, character traits, figurative language | **Whole Group Lesson Anticipatory Set/Objective, including strategies**  State the assigned skills for the day, why the skills are needed, the time restrictions for each skill, and instructions for completing IXL/Actively Learning  Students will have 15-20 minutes per skill | | **Whole Group Lesson Anticipatory Set/Objective, including strategies**  Quiz – Skills of the week |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Teacher /Students will:  Participate in a closed reading (1st Reading) - students will take notes in their composition books  Questions to ponder as we read:  Dialogue  What do the characters say?  How do they say it?  Character Traits  What personality traits do the characters show?  What problems or conflicts do they face? | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Teacher will work with each student to check for understanding and monitor their progress while on the computers  Participate in a 2nd reading - students will complete a plot diagram graphic organizer as we read | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Questions to ponder as we read:  Dialogue  Why is the narrator angry?  Why might the narrator have been immediately opposed to the artist painting the wall?  What examples of irony of situation were you able to identify in this story? How effective is the author's use of irony in this story? Explain.  How does the dialogue help to develop the plot?  Character Traits  How do they attempt to resolve the conflict?  What decisions do they make? | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Teacher will work with each student to check for understanding and monitor their progress while on the computers  Review and discuss upcoming quiz  Students will use graphic organizers to study for quiz | | **Whole Group Instruction/ Modeling and Checking for Understanding, including**  **Strategies:**  Quiz |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will  Complete a graphic organizer of new vocabulary words  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Teacher will give feedback to each student on how to resolve possible problems/solutions while on the computers  Students will complete a plot diagram | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Complete a graphic organizer of skills: Summarize dialogue of main characters | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Teacher will give feedback to each student on how to resolve possible problems/solutions while on the computers | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Quiz  Homework Due |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforcers (20 Minutes)** | | \*\*\*Corrective Reading | | for the students | that qualify for | 45 minutes | | daily\*\*\* |
| **Daily Formative Assessment**  **(5-10 Minutes)** | | Reflection Exit Slip | | Reflection Exit Slip | Reflection Exit Slip | Reflection Exit Slip | | Reflection Exit Slip |
| **Summative Assessment** | | Aimsweb – Progress monitor written expression skills of students not in the Corrective Reading Program; every Friday  Grammar Quiz every Thursday during Do Nows & Vocabulary/Skills of the week Quiz every Friday | | | | | | |
| **Materials and Resources** | | Prentice Hall 8th Grade Literature & Glencoe Literature Reading with a Purpose & Corrective Reading Program  MAP Released Items from DRC Insight | | | | | | |
| **Unit Planner and Special Notes** | | Marzano’s teaching strategies # 1: No Opt Out, # 4 Format Matters, # 25 Wait Time, # 20 Exit Ticket | | | | | | |