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| **Week****Of**August 22, 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. Complete a prewriting/planning activity using a graphic organizer
 | I will be able to:1. Complete 1st draft of a narrative essay
2. Demonstrate command of the following skills

RI 8.2 & RL 8.4 using IXL/Actively Learning | I will be able to: 1. Continue working on

1st draft of a narrative essay 1. Begin 2nd draft of a

narrative essay | I will be able to: 1. Complete 2nd draft of a narrative essay
2. Demonstrate command of the following skills RL8.1 & RL 8.4 using IXL/Actively Learning
 | I will be able to:1. Presentations of narrative essay
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| **Essential Question(s)** | What is a narrative essay?  |
| **Common Core****Standards** | RI 8.2, RL8.1, RL8.3, W8.3 |
| **DOK Level(s)** | 3 | 3 | 3 | 3 | 3 |
| **Vocabulary** | writing process,narrative, conjunctions,introduction, thesis, bodyconclusion, title, main idea |  |  |  |  |
| **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 # 2 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies**Introduce A Writing Scaffold for “War of the Wall” Teacher will give directions for developing a narrative essayWhat do you need to consider when developing a narrative essay? | **Whole Group Lesson Anticipatory Set/Objective, including strategies**Review narrative essay steps from previous days lessonState the assigned skills for the day, why the skills are needed, the time restrictions for each skill, and instructions for completing IXL/Actively LearningStudents will have 15-20 minutes per skill | **Whole Group Lesson Anticipatory Set/Objective, including strategies**Aims Web AssessmentIntroduce the narrative essay six pointscoring guide | **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 LearningStudents will have 15-20 minutes per skill | **Whole Group Lesson Anticipatory Set/Objective, including strategies**Each student will have two minutes to present their narrative essay  |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Teacher will give instructions for developing an introduction with a hook and a thesis, 2-3 paragraph body, and a conclusionGive a few examples of each and discuss each to give clarification as needed |  **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 and the development of essays |  **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Teacher will give instructions for developing an introduction with a hook and a thesis, 2-3 paragraph body, and a conclusion | **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 and the development of essays | **Whole Group Instruction/ Modeling and Checking for Understanding, including****Strategies:**Student will critique each other as they present their essayStudents will consider the following -the order of the essay-word choice-conventions-presentation |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will complete a prewriting activity using a graphic organizer and begin the development of their introductionsAssign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:**Students will develop the body part of the essay and conclusionTeacher 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:** Students will consider the following as they write-the order of the essay-word choice-conventions-sentence fluency-voice  | **Guided Practice/Independent/Small Group Instruction, including strategies:**Students will do the following as they write-editing -proofreading-publishing -presentingTeacher 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:**Reflections of the writer’s workshop for the week in their composition booksHomework 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 Wednesday& 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  |
| **Unit Planner and Special Notes** | Marzano’s teaching strategies # 1: No Opt Out, # 4 Format Matters, # 25 Wait Time, # 20 Exit Ticket |