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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 |
| **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, body  conclusion, 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 essay  What 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 lesson  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  Introduce the narrative essay six point  scoring 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 Learning  Students 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 conclusion  Give 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 essay  Students 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 introductions  Assign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will develop the body part of the essay and conclusion  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:**  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  -presenting  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:**  Reflections of the writer’s workshop for the week in their composition books  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 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 | | | | | |