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| **Week**  **Of**  August 29, 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. Cite several pieces of textual evidence 2. Demonstrate command of the following skills   RI 8.2 & RL 8.4 using IXL/Actively Learning | I will be able to:   1. Analyze story elements 2. Demonstrate command of the conventions of standard English grammar | | I will be able to:   1. Cite several pieces of textual evidence 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 for the week |
| **Essential Question(s)** | | Finding ones identity… | | | | | |
| **Common Core**  **Standards** | | RI 8.6, RL8.1, RL8.3, W8.4 | | | | | |
| **DOK Level(s)** | | 3 | 3 | 3 | 3 | | 3 |
| **Vocabulary** | | antagonistic, assimilate, diction, ephemeral, preliminaries, prodigious, |  |  |  | |  |
| **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 # 3 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies**  Introduce “A Wrinkle In Time”  Discuss author and type of novel it is…classic piece  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 Lesson Anticipatory Set/Objective, including strategies**  Discuss previous readings of “A Wrinkle In Time”  Continue with the reading  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  Discuss previous readings of “A Wrinkle In Time”  Continue with the reading  Questions to ponder as we read:  Why does Calvin call his parents from the Murry's house?  Why is Meg unhappy at school?  Meg is antagonistic (hostile) toward Mr. Jenkins because…   Calvin says, as he and the other children are walking away from the "haunted house" that for the first time he feels like | **Whole Group Lesson Anticipatory Set/Objective, including strategies**  Review/Discuss “A Wrinkle In Time”  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 |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Continuation  Questions to ponder as we read: Dialogue  How do they react to comments made by other characters?  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 give instructions using a graphic organizer:  Character Sketch  Describe the characters | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Continuation  Questions to ponder as we read:  What does Mrs. Whatsit say that shocks Mrs. Murry?  Meg believes that if people keep thinking she is "not bright", they will:  How does Calvin make Meg stop crying when she begins to cry outside her house? | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Continuation  Mr. Jenkins refers to Meg's father in the past tense. Why?  Describe briefly what Mrs. Whatsit looked like after she transformed to carry the children on her back?  Mrs. Did Whatsit steals the sheets from the constable's wife?  Why does Calvin say he decided to go to the "haunted house"?  Explain briefly why Mrs. Who uses so many quotes when she speaks. | | **Whole Group Instruction/ Modeling and Checking for Understanding, including**  **Strategies:**  Quiz |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**    Students will write a personal response to the reading  Assign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will complete the character sketch  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 write a response about the story elements – explain their position | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will complete a study guide  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:**  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, Readingworks.org | | | | | |
| **Unit Planner and Special Notes** | | Marzano’s teaching strategies # 1: No Opt Out, # 4 Format Matters, # 25 Wait Time, # 20 Exit Ticket | | | | | |