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| **Week**  **Of**  **November 14, 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. Determine the meaning of words and phrases as they are used in a text 2. Determine the meaning of words using context clue strategies | | I will be able to:   1. Determine the meaning of words and phrases as they are used in a text 2. Determine the meaning of words using context clue strategies | I will be able to:   1. Identify the theme/central idea 2. Analyze words, phrases, and sentence 3. Cite textual evidence and infer | I will be able to:   1. Demonstrate command of the conventions of standard English grammar 2. Cite textual evidence and infer | | I will be able to:   1. Demonstrate knowledge of skills |
| **Essential Question(s)** | Which is more important, the journey or the destination? | | | | | | |
| **Common Core**  **Standards** | RI.8.1, RI.8.2, RL 8.3, RL 8.4, W8.4 | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | | 3 | 3 |
| **Vocabulary** | veered , wavered, rash, quench, myth | |  |  | |  |  |
| **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 # 6 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce *Icarus and Daedalus* & theme/context clues power point  Discuss strategies to identify the meaning of unknown words  Students will take notes in their resource books | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**    Continue with *Icarus and Daedalus*  Review strategies from resource books  Discuss 1st reading components of  *Icarus and Daedalus* | **Whole Group Lesson Anticipatory**  **Set/Objective, including strategies:**  Aims Web Assessment  Continue with *Icarus and Daedalus*  Discuss 2nd reading components of  *Icarus and Daedalus* | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with *Icarus and Daedalus*  Discuss 3rd reading components of  *Icarus and Daedalus*  Review and discuss study guide for assessment | **Whole Group Lesson Anticipatory**  **Set/Objective, including strategies:**  Assessment |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Participate in a 1st reading to address the basics – who, what, when, where, why | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Participate in a 2nd reading to address text structures and use of language | **Whole Group**  **Instruction/ Modeling and Checking for Understanding, including strategies:**  Participate in a 3rd reading to integrate personal knowledge and ideas | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Connect or relate to the text:  Writing Prompt  Think of a story or movie in which a reckless young person does not heed warnings about avoiding danger. What was the theme of the work? Put it in your own words | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Assessment |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will use the notes from their resource books to practice the strategies  **Partner Share**  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will complete a graphic organizer after the 2nd reading to gain knowledge about the use of language | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will create a newspaper article about Daedalus, Icarus, and their flight to freedom | | **Guided Practice/Independent/Small Group Instruction, including strategies:**    Students will write a response to the writing prompt | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Assessment  Homework Due |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforces** | Acuity Skills Practice  Context Clues, Cite textual evidence and infer | | Acuity Skills Practice  Context Clues, Cite textual evidence and infer | Acuity Skills Practice  Central Idea, Cite textual evidence and infer | | Acuity Skills Practice  Context Clues, Cite textual evidence and infer |  |
| **Daily Formative Assessment** | Reflection Exit Slip | | Reflection Exit Slip | Reflection Exit Slip | | Reflection Exit Slip | Reflections/Exit Slips |
| **Summative Assessment** | Aimsweb – Progress monitor written expression skills of students not in the Corrective Reading Program; every Wednesday  & Vocabulary/Skills weekly | | | | | | |
| **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  Teach Like A Champ Technique # 54 Firm Calm Finesse, Technique # 55 Art of the Consequence & # 31 Every Minute Matters will be posted with the agenda on the board | | | | | | |