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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 pointDiscuss strategies to identify the meaning of unknown wordsStudents will take notes in their resource books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with *Icarus and Daedalus*Review strategies from resource booksDiscuss 1st reading components of  *Icarus and Daedalus* | **Whole Group Lesson Anticipatory** **Set/Objective, including strategies:**Aims Web AssessmentContinue 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 PromptThink 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:**AssessmentHomework Due |
| **Highly Tested GLEs:****(MAP Time) Devoted to MAP Skill/Reinforces** | Acuity Skills PracticeContext Clues, Cite textual evidence and infer | Acuity Skills PracticeContext Clues, Cite textual evidence and infer | Acuity Skills PracticeCentral Idea, Cite textual evidence and infer | Acuity Skills PracticeContext 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 TicketTeach 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 |