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| **Week**  **Of**  **November 21, 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. Cite textual evidence from text | | I will be able to:   1. Cite textual evidence from text 2. Identify the theme/central idea | I will be able to:  Thanksgiving  Break | | I will be able to:  Thanksgiving  Break | I will be able to:    Thanksgiving  Break |
| **Essential Question(s)** | Test Taking Strategies… | | | | | | |
| **Common Core**  **Standards** | RI8.1, RI8.2, RL8.4, W8.4 | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | 3 | | 3 |
| **Vocabulary** |  | |  |  |  | |  |
| **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 # 7 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Acuity Practice  Review and discuss test taking strategies for  CFA | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Acuity Practice  Review and discuss test taking strategies for  CFA2 | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Thanksgiving  Break | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Thanksgiving  Break | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Thanksgiving  Break |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Acuity Practice  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Acuity Practice | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Thanksgiving  Break | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Thanksgiving  Break | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Thanksgiving  Break |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforce** | Acuity Skills Practice  Vocabulary | | Acuity Skills Practice  Central Idea |  |  | |  |
| **Daily Formative Assessment** | 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 weekly | | | | | | |
| **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  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 | | | | | | |