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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: ThanksgivingBreak | I will be able to: ThanksgivingBreak | I will be able to: ThanksgivingBreak |
| **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 PracticeReview and discuss test taking strategies forCFA | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Acuity PracticeReview and discuss test taking strategies for CFA2 | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**ThanksgivingBreak | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**ThanksgivingBreak | **Whole Group Lesson Anticipatory Set/Objective, including strategies:** ThanksgivingBreak |
| **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 PracticeAssign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:** Acuity Practice | **Guided Practice/Independent/Small Group Instruction, including strategies:** ThanksgivingBreak | **Guided Practice/Independent/Small Group Instruction, including strategies:**ThanksgivingBreak | **Guided Practice/Independent/Small Group Instruction, including strategies:** ThanksgivingBreak |
| **Highly Tested GLEs:****(MAP Time) Devoted to MAP Skill/Reinforce** | Acuity Skills PracticeVocabulary  | Acuity Skills PracticeCentral 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 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 |