|  |  |
| --- | --- |
| **Week****Of****November 28, 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. Continue the development of an essay
 | I will be able to:1. Determine the text structure
2. Cite textual evidence from text
3. Identify the theme/central idea
 | I will be able to: 1. Determine the text structure of a text
2. Cite textual evidence from text
3. Identify the theme/central idea
 | I will be able to: 1. Determine the theme/central idea
2. Cite textual evidence from text
3. Identify the theme/central idea
 | 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** | RI8.1, RI8.2, RL8.4, RL 8.5, W8.4 |
| **DOK Level(s)** | 3 | 3 | 3 | 3 | 3 |
| **Vocabulary** | prospect, hilarious, deaden, consciousness, publicized |  |  |  |  |
| **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:**Introduce *A Dose of Medicine* and reviewtext structure & context clues power point Activity to aid in learning text structures – Mix Pair Share | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with *A Dose of Medicine*Review strategies to identify text structuresDiscuss 1st reading components of  *A Dose of Medicine* | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Aims Web AssessmentContinue with *A Dose of Medicine*Discuss 2nd reading components of  *A Dose of Medicine* | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with *A Dose of Medicine*Discuss 3rd reading components of  *A Dose of Medicine*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 | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** Assessment |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**Partner Share – students will discuss, identify text structures, and complete a graphic organizer of text structuresAssign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:** Students will complete a graphic organizer after the 2nd reading to identify the text structure | **Guided Practice/Independent/Small Group Instruction, including strategies:** Students will create a time line from  *A Dose of Medicine*  | **Guided Practice/Independent/Small Group Instruction, including strategies:**Connect or relate to the text:Writing PromptHow has the doctors mentioned in the text impacted present medicine?Explain  | **Guided Practice/Independent/Small Group Instruction, including strategies:** AssessmentHomework Due |
| **Highly Tested GLEs:****(MAP Time) Devoted to MAP Skill/Reinforce** | Acuity Skills PracticeVocabulary | Acuity Skills PracticeText Structures | Acuity Skills PracticeCentral Idea | Acuity Skills PracticeCite evidence from text | Assessment |
| **Daily Formative Assessment** | 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 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 |