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| **Week****Of****November 7, 2015** | **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. Identify the theme/central idea
2. Analyze words, phrases, and sentence
3. Cite textual evidence and infer
 | I will be able to:Election Day | I will be able to: 1. Demonstrate knowledge of skills

  | I will be able to: 1. Determine the meaning of words and phrases as they are used in a text
2. Demonstrate command of the conventions of standard English grammar
 | I will be able to:1. Identify the theme/central idea
2. Analyze words, phrases, and sentence
3. Cite textual evidence and infer

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| **Essential Question(s)** | Can all conflicts be resolved? |
| **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** | story elements – plot, exposition, conflict, protagonist, antagonist, rising action, climax, falling action, resolution, theme | point of view |  |  |  |
| **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 # 5 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:***Tell Tale Heart*Review vocabulary, story elements, point of view Discuss study guide for assessment on Wednesday | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Election Day | **Whole Group Lesson Anticipatory** **Set/Objective, including strategies:**Aims Web Assessment*Tell Tale Heart* Assessment  | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Review Central Idea Power PointDiscuss strategies and key words to help identify the central idea in a passage/text Who, What, When, Where, Why | **Whole Group Lesson Anticipatory** **Set/Objective, including strategies:***“A Wrinkle In Time”* Chapter 5What is Meg reminded of and how will it help her father?Are they still on Camazotz?Explain |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** Central Idea Power PointDiscuss strategies and key words to help identify the central idea in a passage/text Who, What, When, Where, Why | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Election Day | **Whole Group** **Instruction/ Modeling and Checking for Understanding, including strategies:**Assessment | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:***A Lonely Girl* What is wonderful about being unique? |   **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:***“A Wrinkle In Time”* Chapter 5How much time was used to travel? ExplainThe fifth dimension is…What does the Dark Thing represent? ExplainWho is impatient? |
| **Guided Practice/Independent/Small Group Instruction, including strategies:** Students will read three short passages and determine the central idea of each using graphic organizersAssign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:** Election Day | **Guided Practice/Independent/Small Group Instruction, including strategies:**Assessment  | **Guided Practice/Independent/Small Group Instruction, including strategies:** Students will read the short passages and determine the central idea using graphic organizers | **Guided Practice/Independent/Small Group Instruction, including strategies:**Students will write a response after reading chapter 5Homework Due |
| **Highly Tested GLEs:****(MAP Time) Devoted to MAP Skill/Reinforces** | Acuity Skills PracticeCentral Idea, Cite textual evidence and infer |  | Assessment  | Acuity Skills PracticeContext Clues, Cite textual evidence and infer | Acuity Skills PracticeCentral Idea, 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 |