|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| **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 Point  Discuss 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 5  What 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 Point  Discuss 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 5  How much time was used to travel? Explain  The fifth dimension is…  What does the Dark Thing represent? Explain  Who 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 organizers  Assign 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 5  Homework Due |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforces** | Acuity Skills Practice  Central Idea, Cite textual evidence and infer | |  | Assessment | | | Acuity Skills Practice  Context Clues, Cite textual evidence and infer | Acuity Skills Practice  Central 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 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 | | | | | | | |