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| **Week**  **Of**  **October 10, 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 | | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text 3. Write a summary using a graphic organizer | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text 3. Write a summary using a graphic organizer | | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text 3. Write a summary using a graphic organizer | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text |
| **Essential Question(s)** | Is the truth the same for everyone? | | | | | | |
| **Common Core**  **Standards** | RI 8.1, RI8.2, RL 8.4, RI 8.6 | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | 3 | | 3 |
| **Vocabulary** | slung, frail, contact, presentable, mistrusted, barren | |  |  |  | |  |
| **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 # 8 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce *Thank You M’am*  Pre-reading Activity to aid in learning new vocabulary words – Mix Pair Share  Participate in an oral reading | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with  *Thank You M’am*  Review and discuss vocabulary  Discuss a literary analysis of Mrs. Jones  Participate in an oral reading | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Continue with  *Thank You M’am*  Questions to ponder:  From the description, what can you infer about the women’s personality? Provide two details to support your view | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with  *Thank You M’am*  Questions to ponder:  How does the boy view the woman?  What does Roger think Mrs. Jones is going to do with him?  What does Mrs. Jones do and say instead to win Roger’s trust? Why? | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  “A Wrinkle In Time” Chapter 3  Who does Meg’s father work for?  Describe the three characters: Mrs. Whatsit, Mrs. Who, and Mrs. Which.  On page 54, Mrs. Whatsit says, “Just because you’re a paltry few billion years—“She is cut off before she finishes her statement. What was she going to say? |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Vocabulary | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Central Idea/ Cite evidence from text | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Summaries | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Theme | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Central Idea/ Cite evidence from text |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Complete a graphic organizer of new vocabulary words  Teacher will work with each student to check for understanding and monitor their progress  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Partner Share – Discuss Mrs. Jones and her actions write a summary after the completion of graphic organizer  Teacher will work with each student to check for understanding and monitor their progress | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Partner Share – Discuss the actions of Roger  And write a summary after the completion of graphic organizer  Teacher will work with each student to check for understanding and monitor their progress | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  Why do you think Mrs. Jones avoids asking Roger personal questions?  How does the relationship between the two characters change?  Teacher will work with each student to check for understanding and monitor their progress | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  What does it mean when Calvin and Charles Wallace refer to themselves as a “sport”?  What is the main conflict for Meg’s family?  Homework Due |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforcers** | \*\*\*Corrective Reading | | for the students | that qualify for | 45 minutes | | daily\*\*\* |
| **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 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 | | | | | | |