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| **Week**  **Of**  **October 24, 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. Write a summary using a graphic organizer 4. Continue the development of an essay | I will be able to:   1. Determine the text structure of a text 2. Cite textual evidence from text 3. Write a summary using a graphic organizer 4. Continue the development of an essay | | 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 4. Continue the development of an essay | I will be able to:   1. Determine the theme/central idea 2. Cite textual evidence from text |
| **Essential Question(s)** | How much information is enough? | | | | | | |
| **Common Core**  **Standards** | RI8.1, RI8.2, RL8.4, RL 8.5, W8.2 ,8.4, 8.5 | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | 3 | | 3 |
| **Vocabulary** | text structures, cause & effect, chronological order, compare & contrast, | | sequence, problem & solution |  |  | |  |
| **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 # 3 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce Text Structure Power Point/Projector  Activity to aid in learning text structures – Mix Pair Share  Students will take notes in their resource books | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with  *Forest Fire, Why Leaves Turn Color in the Fall, The Season’s Curmudgeon Sees the Light*  Participate in a multi-draft reading (2nd Reading)    Review and discuss text structure of each and discuss sequence, problem and solution | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Continue with  *Forest Fire, Why Leaves Turn Color in the Fall, The Season’s Curmudgeon Sees the Light*  Participate in a multi-draft reading (2nd Reading)  Students will take notes in their resource books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with  *Forest Fire, Why Leaves Turn Color in the Fall, The Season’s Curmudgeon Sees the Light*  Participate in a multi-draft reading (2nd Reading)  Students will take notes in their resource books | | **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  Text Structures | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Central Idea | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Cite evidence from text | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Author’s point of view |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Partner Share – students will discuss, identify text structures, and complete a graphic organizer of text structures  Teacher will work with each student to check for understanding and monitor their progress  Time to work on essays  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  Identify three events in *Forest Fire* that occur in chronological order, How does the final event of the essay help the writer make a point about nature?  Write a brief summary to explain  Time to work on essays | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  Name two causes in *Why Leaves Turn Color in the Fall* that explain the natural effect of changing autumn leaves  Write a brief summary to explain  Time to work on essays | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  In *The Season’s Curmudgeon Sees the Light* identify two ways the author compares and contrast spring and fall, How does the writer use these contrast to emphasize the qualities she has come to value about spring?  Write a brief summary to explain  Time to work on essays | | **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 | | | | | | |