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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

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| **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 ShareStudents 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 AssessmentContinue 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 3Who 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 PracticeVocabulary  | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Acuity Skills PracticeText Structures | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Acuity Skills PracticeCentral Idea | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Acuity Skills PracticeCite evidence from text | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** Acuity Skills PracticeAuthor’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 structuresTeacher will work with each student to check for understanding and monitor their progress Time to work on essaysAssign 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 explainTime 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 explainTime 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 explainTime 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 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 |