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| **Week**  **Of**  **October 3, 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. Complete a prewriting/planning activity using a graphic organizer 2. Determine the meaning of words and phrases as they are used in a text | | I will be able to:   1. Develop introduction with a hook and thesis statement 2. Determine the central idea 3. Cite textual evidence from text | I will be able to:   1. Complete 1st draft of an informative essay 2. Determine the meaning of words and phrases as they are used in a text | | I will be able to:   1. Complete 2nd draft of an informative essay 2. Determine the central idea 3. Cite textual evidence from text | I will be able to:   1. Complete final draft of an informative essay   Present an essay   1. Determine the central idea 2. Cite textual evidence from text |
| **Essential Question(s)** | How much information is enough? | | | | | | |
| **Common Core**  **Standards** | RI 8.2, RI8.1, RL 8.4, W8.2 ,8.4, 8.5 | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | 3 | | 3 |
| **Vocabulary** | disability, injustice | | evaluate, process | groundwork, integration | access, reform, injustice | |  |
| **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:**  Review and discuss the three types of essays to activate prior knowledge  Present the components of an informative essay – give an example | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Teacher will model how to develop a hook, thesis statement, and introduction  State the purpose and give good and bad examples of each | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Students will consider the following as they write  -the order of the essay  -word choice  -conventions  -sentence fluency  -voice | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Students will consider the following as they write  -editing  -proofreading  -publishing  -presenting | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Student will critique each other as they present their informative essay  Students will consider the following  -the order of the essay  -word choice  -conventions  -sentence fluency  -voice |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  The Upside of Dyslexia | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Becoming A Doctor | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Before Jackie: How Strikeout King Satchel Paige Struck Down Jim Crow | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Education in America | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  “A Wrinkle In Time” Chapter 2  Use context clues to identify unknown words using a graphic organizer  Questions to ponder as you read: How is Charles Wallace different from most five year old boys?  Describe the haunted house that Meg, Charles Wallace, and Calvin visit.  What does it mean when Calvin and Charles Wallace refer to themselves as a “sport”? |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Teacher will work with each student to check for understanding and monitor their progress  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Students will develop their introductions with a hook and a thesis statement  Teacher will work with each student to check for understanding and monitor their progress while on the comp | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Teacher will work with each student to check for understanding and monitor their progress | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Teacher will work with each student to check for understanding and monitor their progress while | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder as you read:  What is the main conflict for Meg’s family?  Who does Meg’s father work for?  Describe the three characters: Mrs. Whatsit, Mrs. Who, and Mrs. Which.  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 of the week Quiz every Friday | | | | | | |
| **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 | | | | | | |