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| **Week**  **Of**  **October 31, 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. Cite textual evidence from text | | I will be able to:   1. Determine the point of view using a graphic organizer 2. Identify the theme/central idea | I will be able to:   1. Determine the point of view using a graphic organizer 2. Write a summary using a graphic organizer | | I will be able to:   1. Identify the story elements 2. Write a summary using a graphic organizer | I will be able to:   1. Demonstrate knowledge of skills for the week |
| **Essential Question(s)** | Can all conflicts be resolved? | | | | | | |
| **Common Core**  **Standards** | RI8.1, RI8.2, RI 8.4, RL 8.3, RL8.6, 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)**  Editing | | **Do Now:** (**5-7 minutes)**  Editing | **Do Now:** (**5-7 minutes)**  Editing | **Do Now:** (**5-7 minutes)**  Editing | | **Do Now:** (**5-7 minutes)**  Journal Entry # 4 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce *Tell Tale Heart*  & story elements power point  Students will take notes in their resource books  Participate in a 1st oral reading | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with*Tell Tale Heart* & Point of view  1st person point of view  2nd person point of view  3rd person point of view  Review 1st reading  Participate in a 2nd oral reading  Students will take notes in their resource books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Continue with  *Tell Tale Heart*  Review 2nd reading  Participate in a 3rd oral reading  Literary Analysis of the narrator using a graphic organizer | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Continue with  *Tell Tale Heart*  Can all conflicts be resolved?  When torn between doing right and wrong a person may find a solution by… | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Assessment  “A Wrinkle In Time” Chapter 4  Describe the planet of Uriel that the children have entered.  What parts of planet Uriel symbolize beauty? |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Context clues | | **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 text evidence | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Skills Practice  Story Elements | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Assessment |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**  Partner Share – Discuss  Story - Basics  Teacher will work with each student to check for understanding and monitor their progress  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  Compare & contrast the perspectives of the narrator and the old man on the night of the murder.  What point of view is it?  1st person point of view  3rd person point of view  Which point of view do you agree with? Why? | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  How does the reader know what the old man is thinking and feeling?  How would the description of the police officers’ visit be different if it revealed one of the officers’ perspectives? | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Questions to ponder:  Which of the story’s characters are round characters and which are flat?  Do you trust the narrator’s account of what happened?  Why or why not? | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  “A Wrinkle In Time” Chapter 4  Are Mrs. Whatsit, Mrs. Who, and Mrs. Which human? Explain.  Why was it difficult for Meg to breathe when the group stopped on the two-dimensional planet?  Homework Due |
| **Highly Tested GLEs:**  **(MAP Time) Devoted to MAP Skill/Reinforces** | Acuity Skills Practice  Context clues | | Acuity Skills Practice  Central idea | Acuity Skills Practice  Cite text evidence | Acuity Skills Practice  Story Elements | |  |
| **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 | | | | | | |