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| **Week****Of****September 12, 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. Demonstrate knowledge of content
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 | I will be able to: 1. Identify the meaning of words and phrases in a given passage using a graphic organizer
 | I will be able to: 1. Identify story elements and the theme of the passage
2. Write an objective summary
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2. Write an objective summary

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| **Essential Question(s)** | Is truth the same for everyone? |
| **Common Core****Standards** |  RL.8.2, RI 8.4,W8.4  |
| **DOK Level(s)** |  |  | 3 | 3 | 3 |
| **Vocabulary** |  |  | bid whist, mesmerizing, porter, Zephyr, vindication |  |  |
| **Class Procedures/Lesson Design** | **Do Now: (5-7 minutes)**  | **Do Now:** (**5-7 minutes)**  | **Do Now:** (**5-7 minutes)** Paragraph Editing | **Do Now:** (**5-7 minutes)**Paragraph Editing | **Do Now:** (**5-7 minutes)** Journal Entry # 5 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Acuity | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Acuity | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Aims Web AssessmentIntroduce ‘The 11:59’Introduce vocabulary wordsGive strategies to identify the meaning of unknown words | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with‘The 11:59’Participate in a multi-draft reading (2nd Reading) of ‘The 11:59’ Introduce an objective summary  | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with‘The 11:59’Participate in a multi-draft reading (3rdReading) of ‘The 11:59’ |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**Acuity Assign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:** Acuity | **Guided Practice/Independent/Small Group Instruction, including strategies:** Participate in a multi-draft reading (1st Reading) of ‘The 11:59’Identify the meaning of vocabulary words using context clues | **Guided Practice/Independent/Small Group Instruction, including strategies:**Look for story basics using a graphic organizerwho, what, when, where, how, why | **Guided Practice/Independent/Small Group Instruction, including strategies:** Questions to consider:What is the legend of the death train?Explain how Lester’s experiences before his death fit or illustrate the legend.What steps does Lester take to avoid death? What actually causes Lester’s death?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 |