|  |  |
| --- | --- |
| **Week****Of****September 19, 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. Identify the meaning of words and phrases in a given passage using a graphic organizer
 | I will be able to:1. Write a summary using a graphic organizer
2. Identify and know the difference between an autobiography and a biography
 | I will be able to: 1. Identify the central idea in a given passage
2. Identify supportive details in a given passage
 | I will be able to: 1. Identify the author’s purpose using a graphic organizer
2. Cite textual evidence and

infer  | I will be able to: 1. Demonstrate knowledge of skills previously introduced (central idea and vocabulary)
 |
| **Essential Question(s)** | How much information is enough? |
| **Common Core****Standards** | RL 8.1, RL.8.2, RI 8.4, RI 8.6, W8.4  |
| **DOK Level(s)** | 3 | 3 | 3 | 3 | 3 |
| **Vocabulary** | fiscal, ceaseless, benign, valid, intolerant, enchantment |  |  |  |  |
| **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 # 5 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Introduce ‘from I Know Why the Caged Bird Sings’Pre-reading Activity to aid in learning new vocabulary words | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with ‘from I Know Why the Caged Bird Sings’Discuss a literary analysis of Marguerite | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Aims Web AssessmentCentral Idea Skills Practice | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Continue with ‘from I Know Why the Caged Bird Sings’Questions to ponder:Why did the author write about her experience as a little girl?Do you think it can help other people? ExplainWhat would you change about the essay? Why? Why not? | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**Quiz |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:** Introduce vocabulary words using a vocabulary builderPlay the vocabulary round up & trivia gameParticipate in an oral reading of ‘from I Know Why the Caged Bird Sings’ | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Review and discuss vocabulary Continue with reading ‘from I Know Why the Caged Bird Sings’ | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Use notes from 2nd reading to develop the central idea with three supporting details using a graphic organizer | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Questions to ponder:Is this an example of a personal narrative essay? Explain | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**Quiz |
| **Guided Practice/Independent/Small Group Instruction, including strategies:**Complete a graphic organizer of new vocabulary wordsAssign Homework | **Guided Practice/Independent/Small Group Instruction, including strategies:** Discuss with a partner and write a summary from the essay | **Guided Practice/Independent/Small Group Instruction, including strategies:** Partner Share – Discuss and explain why some text information is supportive and not supportive | **Guided Practice/Independent/Small Group Instruction, including strategies:**Complete a study guide/ graphic organizer to prepare for quiz | **Guided Practice/Independent/Small Group Instruction, including strategies:** 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 |