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| **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 Assessment  Central 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? Explain  What 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 builder  Play the vocabulary round up & trivia game  Participate 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 words  Assign 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 | | | | | | | |