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| **Week**  **Of**  **September 26, 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. Evaluate the adequacy of evidence presented by author 2. Cite textual evidence | 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. Research essay topics 2. Demonstrate command of the conventions of standard English grammar 3. Complete a prewriting activity of the writing process | | I will be able to:   1. Demonstrate knowledge of skills (vocabulary, central idea, cite evidence from text) 2. Analyze dialogue & events |
| **Essential Question(s)** | How much information is enough? | | | | | | | |
| **Common Core**  **Standards** | RL 8.1, RL.8.2, RI 8.3, RI 8.4, W8.4 | | | | | | | |
| **DOK Level(s)** | 3 | | 3 | 3 | 3 | | | 3 |
| **Vocabulary** | evacuees, tenacious, consoling, predisposed, capricious, contemplation | |  |  |  | | |  |
| **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 # 6 |
| **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce the following essay” Forest Fire”  Discuss the components of the first essay – Chronological Order  Take Cornell Notes in composition books | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce the following essay” Why Leaves Turn Color in the Fall”  Discuss the components of the second essay – Cause and Effect Order  Take Cornell Notes in composition books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Introduce the following essay  “The Season’s Curmudgeon Sees the Light”  Discuss the components of the third essay – Comparison & Contrast  Take Cornell Notes in composition books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Review the week of informative essays  Introduce the components of an informative essay  Informative essays are about a person, place, thing, events, or ideas  Pre-write activity to choose a topic and decide if the topic can be developed into an informative essay | | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  CFA |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Pre-reading activity to aid in learning new vocabulary words – Mix Pair Share  Participate in a multi-draft reading (1st Reading) of the assigned passage. Look for story basics – who, what, when, where, why, and how | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Pre-reading activity to aid in learning new vocabulary words – Simultaneous Roundtable  Participate in a multi-draft reading (1st Reading) of the assigned passage. Look for story basics – who, what, when, where, why, and how | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Pre-reading activity to aid in learning new vocabulary words – Simultaneous Roundtable  Participate in a multi-draft reading (1st Reading) of the assigned passage. Look for story basics – who, what, when, where, why, and how | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Continuation of essays  Gather all that is needed – visual aids, charts, illustrations, list of variables, factors, and etc | | | **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:**  Complete a graphic organizer of new vocabulary words  Answer 4 comprehension questions to strengthen understanding of essay  Assign Homework | | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Answer 4 comprehension questions to strengthen understanding of essay | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Determine the central idea of each essay with supporting details using a graphic organizer | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Work with students in gathering information one on one | | | **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 | | | | | | | |