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| **Week**  **Of**  **September 5, 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** | Holiday  No School | | I will be able to:   1. Identify the meaning of words and phrases in a given passage using a graphic organizer 2. Demonstrate command of the following skill RI 8.4 | I will be able to:   1. Identify the central idea in a given passage 2. Cite several pieces of 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. Write an objective summary 2. Analyze the text and make connections between individuals and ideas |
| **Essential Question(s)** | How much information is enough? | | | | | |
| **Common Core**  **Standards** | RL 8.1, RL.8.2, RI 8.4,W8.4 | | | | | |
| **DOK Level(s)** |  | | 3 | 3 | 3 | 3 |
| **Vocabulary** |  | | invariably, fugitives, incentive, dispel, mutinous, bleak |  | ephemeral, preliminaries, prodigious |  |
| **Class Procedures/Lesson Design** | **Do Now: (5-7 minutes)** | | **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 # 4 |
| Holiday  No School | | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Introduce ‘from Harriet Tubman: Conductor on the Underground’  Discuss prior knowledge and expectations of what they already know  Introduce vocabulary words  Participate in an oral reading of ‘from Harriet Tubman: Conductor on the Underground’ Railroad page 484 | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  Aims Web Assessment  Continue with ‘from Harriet Tubman: Conductor on the Underground’  Discuss components of an objective summary  Oral reading and Note taking skills in composition books | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  “A Wrinkle In Time”  Continue with the reading  Mr. Jenkins refers to Meg's father in the past tense. Why?  Describe briefly what Mrs. Whatsit looked like after she transformed to carry the children on her back?  Did Mrs. Whatsit steal the sheets from the constable's wife? | **Whole Group Lesson Anticipatory Set/Objective, including strategies:**  “A Wrinkle In Time”  Continue with the reading  Why does Calvin say he decided to go to the "haunted house"?  Explain briefly why Mrs. Who uses so many quotes when she speaks. |
| **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Holiday  No School | | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Practice:   * Vocabulary * Reading comprehension * Central Idea * Cite textual evidence from passage | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Practice:   * Vocabulary * Reading comprehension * Central Idea * Cite textual evidence from passage | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Practice:   * Vocabulary * Reading comprehension * Central Idea * Cite textual evidence from passage | **Whole Group Instruction/ Modeling and Checking for Understanding, including strategies:**  Acuity Practice:   * Vocabulary * Reading comprehension * Central Idea * Cite textual evidence from passage |
| Holiday  No School | | **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 paragraph explaining the central idea of the assigned passage | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Cite evidence from the text using a graphic organizer, define vocabulary using context clues from text | **Guided Practice/Independent/Small Group Instruction, including strategies:**  Write the key ideas and details of the text  Partner share  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 | | | | | |