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| Date | Mon. Feb. 5th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE) | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
| I Can Statement(s) | \*identify the main idea in a passage \*cite evidence to support answers \*summarize a passage \*review text for facts, details, or quotes to strengthen a claim, support an argument or reach a conclusion \*produce clear and coherent writing \*demonstrate command of the conventions of standard grammar & usage |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. Smart Start (USA Test-Prep or Daily Grammar)  2. collect *The Lady or The Tiger* (1st-3rd)  3. check/collect verbals handout (1st-3rd)  4. GMAS Practice & station rotations 1st-5th  Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. literary project  2. let’s move essay  3. read non-fiction book/book Project |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time  \_\_\_ break assignment in smaller parts \_\_\_learning styles stations  \_\_\_ flexible grouping \_\_\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_\_x\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_smart phones \_\_Kahoot  \_x\_\_ computers/lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | \_x\_Teacher Observation/Student Participation  \_x\_ Homework \_\_\_Portfolios  \_\_Test \_\_\_ Checklist or Rubric  x\_\_Classwork \_\_\_Quizzes  \_\_Cumulative Performance Task (Project)  \_\_\_Unit Assessment \_\_think/pair share  \_\_ticket out the door \_\_exit parking note  \_\_student survey  \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)**  **What worked?-**  **What didn’t work?-** |

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| Date | Tue. Feb. 6th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. Smart Start (USA Test-Prep or Daily Grammar)  2. GMAS Practice & Stations  Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Let’s Move Essay  2. literary project  3. Book Project/read |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_x\_\_ extra time  \_x\_\_ break assignment in smaller parts \_\_\_learning styles stations  \_\_\_ flexible grouping \_\_\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_x\_\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_smart phones \_\_ Kahoot  \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | \_x\_Teacher Observation/Student Participation  \_x\_ Homework \_\_\_Portfolios  \_\_Test \_\_\_ Checklist or Rubric  \_x\_Classwork \_\_\_Quizzes  \_\_Cumulative Performance Task (Project)  \_\_\_Unit Assessment  \_\_\_Unit Assessment \_\_think/pair share  \_\_ticket out the door \_\_exit parking note  \_\_student survey  \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)**  **What worked?-**  **What didn’t work?-** |

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| Date | Wed. Feb. 7th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. Smart Start (USA Test-Prep or Daily Grammar)  2. verbals review  3. GMAS Practice & stations  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Book Project/Read |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time  \_\_\_ break assignment in smaller parts \_\_\_ learning styles stations  \_\_\_ flexible grouping \_\_x\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_x\_\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_smart phones \_\_ Kahoot  \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | \_x\_Teacher Observation/Student Participation  \_x\_ Homework \_\_\_Portfolios  \_\_Test \_\_\_ Checklist or Rubric  \_x\_Classwork \_\_\_Quizzes  \_\_Cumulative Performance Task (Project)  \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share  \_\_ticket out the door \_\_exit parking note  \_\_student survey    \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)**  **What worked?-**  **What didn’t work?-** |

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| Date | Thur. Feb. 8th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. Smart Start (USA Test-Prep)  2. GMAS practice & rotation stations  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. let’s move essay  2. literary project  3. read/book project |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time  \_\_\_ break assignment in smaller parts \_\_\_ learning styles stations  \_\_\_ flexible grouping \_\_x\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_x\_\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_ smart phone \_\_ Kahoot  \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website |
| Learning Assessment | x\_\_Teacher Observation/Student Participation  \_x\_ Homework \_\_\_Portfolios  \_x\_Test \_\_\_ Checklist or Rubric  \_x\_Classwork \_\_\_Quizzes  \_\_Cumulative Performance Task (Project)  \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share  \_\_ticket out the door \_\_exit parking note  \_\_student survey    \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)**  **What worked?-**  **What didn’t work?-** |

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| Date | Fri. Feb. 9th 2018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELAGSE8L1. demonstrate command of the conventions of Standard English grammar and usage when speaking and writing 8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
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| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. (USA Test-Prep)  2. collect/share let’s move essays for contest (1st-3rd)  3. literary project check (1st-3rd)  4. 8th grade computer lab-Achieve 3000 Student Choice Article  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. read/book project |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise \_x\_\_ HW & practice \_\_x\_\_Cooperative learning \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps) \_\_\_Setting Objectives/Providing Feedback \_\_x\_\_Applying knowledge \_x\_\_Cues/Questions/Advanced Organizers \_\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time  \_\_\_ break assignment in smaller parts \_\_\_learning styles \_\_\_stations  \_\_\_ flexible grouping \_\_x\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_\_x\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_\_Kahoot \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website \_\_ smart phones |
| Learning Assessment | x\_\_Teacher Observation/Student Participation  \_\_ Homework \_\_\_Portfolios  \_\_Test \_\_\_ Checklist or Rubric  \_x\_Classwork \_\_\_Quizzes  \_\_Cumulative Performance Task (Project)  \_\_Unit Assessment \_\_\_Unit Assessment \_\_think/pair share  \_\_ticket out the door \_\_exit parking note  \_\_student survey    \***Teacher Reflection: (To be completed either at the end of each day or at the end of week)**  **What worked?-**  **What didn’t work?-** |