|  |  |
| --- | --- |
| Date | Mon. Feb. 12th 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. check GMAS Test #1.  3. complete round #1. of GMAS stations  4. collect Let’s Move contest essays  5. present 8th grade ELA Mastery Indicators Checklist  6. Quizziz review on figurative language  7. Notes: dashes, ellipsis & commas/student practice  Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Greek & Latin Roots List #3. homework  2. Book Project  3. study 8th grade Mastery Indicators for GMAS Test #2.  4. Large Test/USA Test-Prep 1st-3rd |
| Research based instructional strategies | \_RRR \_ Gradual Release \_\_\_x\_\_ Vocabulary \_\_\_ Comparing, contrasting, classifying, analogies \_x\_\_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 \_x\_\_ Simulations & games |
| Differentiation (content, process, and/or product) | \_\_\_ modified checklist/rubric \_\_\_copy of notes \_\_\_ extra time  \_\_\_ break assignment in smaller parts \_\_\_learning styles stations  \_x\_\_ 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?-** |

|  |  |
| --- | --- |
| Date | Tue. Feb. 12th 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. Notes: dashes, ellipsis and commas/student practice & classwork  3. check G & L Roots homework  Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. study for Greek & Latin Roots Test #3.  2. Book Project/read  3. USA Test Prep 1st-3rd  4. study 8th grade master indicators for Thursdays test |
| 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?-** |

|  |  |
| --- | --- |
| Date | Wed. Feb. 14th 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. check/collect Greek & Latin Root homework  3. Greek & Latin Roots Test #3./check if time permits  4. dashes, ellipsis and commas classwork  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. Book Project/Read  2. study 8th grade mastery standards  3. usa test prep |
| 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?-** |

|  |  |
| --- | --- |
| Date | Thur. Feb. 15th 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)  2. check Greek & Latin Roots test  3. GMAS Test #2.  4. dashes, ellipsis & commas classwork  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 \_\_\_ 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?-** |

|  |  |
| --- | --- |
| Date | Fri. Feb. 16th 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. (USA Test-Prep)  2. 7th grade Computer Lab  3. Achieve 3000/USA Test Prep  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1. read/book project  2. study 8th grade mastery indicators |
| 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?-** |