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| Date | Mon. March 19th 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. Book Projects3. GMAS Practice: Mastery Indicators group/partner work4. GMAS Puzzle Pack Review 4th & 5th pds.Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Book Project 2. Puzzle Pack (due Tue.) |
| 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\_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 Rubricx\_\_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. Mar. 20th 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. collect puzzle pack3. GMAS Practice: Mastery Indicators group/partner work Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Book Project/read 2. GMAS Practice |
| 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. Mar. 21st2 018 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
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| 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. complete/peer edit & share GMAS Practice work & written response3. Spring Break PacketClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Spring Break Packet2. 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. Mar. 22nd 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. Book project presentations3. GMAS Practice Test4. Spring Break PacketClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Read/Book Project2. Spring Break Packet  |
| 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. Mar. 23rd 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. Book project presentations3. grade GMAS Test4. Spring Break Packet5. Computer LabClosing: \_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 |
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| 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?-** |