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|  | **Teacher: Ms. Stacy R. Jenkins**  **Subject: 8th Grade Language Arts**  **Dates: Sept. 26-30th 2016** |
| Common Core Georgia  Performance Standard(s) | **Standards: Standards: ELACC8W4: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience ELACC8L1. 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** |
| Visible Literacy Skills   * Surface * Deep * Transfer | \_\_mnemonics \_\_wide reading \_\_discussion and questioning \_\_ feedback to the learner  \_\_word cards \_\_summarizing \_\_close reading \_\_students identify analogies  \_\_modeling word solving \_\_note-taking \_\_ metacognitive strategies \_\_ peer tutoring  \_\_word and concept sorts \_\_concept mapping \_\_reciprocal teaching \_\_problem-solving teaching |
| Opening | Engaged Centered |
| I CAN STATEMENT  Focused Instruction | * Use SAT Vocabulary terms in collegial conversations with peers and my instructors * Respond to grammar and literature depth of knowledge questions |
| Work Session | Student Work Session-Gradual Release of Responsibility Model |
| Date | Monday Sept. 26th 2016 |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.)  Instruction   * Guided * Collaborative * Independent | Opening: Introduce the learning target  Smart Start: Daily Grammar/Reading Comprehension Skills  Learning Steps:  1. Collect below 70 to 70 work  2. Article of The Week #1. U.S. Olympic Medalists Must Pay ‘Victory’ Tax  3. Bonus Point Project: Write a 5-paragraph Persuasive Essay trying to convince Channing Tatum to come visit BRMS  Homework:   1. Language lab 2. Chapter 1 Review 1-40 pages 21-22 Due Wed. 3. read/A.R. #3. Is due on 10-4 4. 3rd Pd Bullying essay due Sept. 30th 5. Extra Credit DAR Essay |
| Date | Tuesday Sept. 27th 2016 |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.)  Instruction   * Guided * Collaborative * Independent | Opening: Introduce the learning target: Smart Start: Daily Grammar/Reading Comprehension Skills  Learning Steps:  1. collect & check Language Lab #3.  2. continue working on AoW #1. U.S. Olympics…  Complete for homework & be read to discuss  Homework:   1. Complete AoW 2. Read/A.R. Project #3. Due 10-4 3. 3rd Pd Bullying Essay due Sept. 30th 4. Extra Credit DAR Essay |
| Date | Wednesday Sept. 28th 2016 |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.)  Instruction   * Guided * Collaborative * Independent | Opening: Introduce the learning target:  Smart Start: Daily Grammar/Reading Comprehension Skills  Learning Steps:  1. check Chapter 1 review in holt  2. discuss & collect AoW #1 The Olympics  Homework:   1. Read/A. R. project due 10-4 2. Vocab Project 3. 3rd Pd. Bullying Essay due FRIDAY 4. Extra Credit DAR Essay |
| Date | Thursday Sept. 29th 2016 |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.)  Instruction   * Guided * Collaborative * Independent | Opening: Introduce the learning target:  Smart Start: Journal Jot  Learning Steps:  1. The writing Process: video/the introductory paragraph  2. AoW if we didn’t complete the discussion in class.  Homework:   1. Read/A.R. #3. Due on 10-4 2. 3rd Pd. Bullying essay due TOMORROW!!! 3. Extra Credit DAR Essay |
| Date | Friday Sept. 30th 2016 |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.)  Instruction   * Guided * Collaborative * Independent | Opening: Introduce the learning target:  Smart Start: Journal Jot  Learning Steps:  1. collect Bullying Essays from 3rd Pd.  2. media center  3. work on vocab project  Homework:   1. Read/A.R. #3. Due on 10-4 2. vocab project 3. Extra Credit DAR Essay |
| Materials Needed | SMART Board, DOC. CAMERA, Holt Handbook, Elements of Literature Book, ela notebook, notes, handouts, pens/pencils/markers, |
| Research based instructional strategies | \_x\_Vocabulary  \_x\_Comparing, contrasting, classifying, analogies  \_\_Summarizing  \_x\_Note Taking  \_x\_Reinforcing effort/giving praise  \_x\_HW & practice  \_x\_Cooperative learning  \_\_Nonlinguistic representation (picture, thinking maps, graphic organizers)  \_x\_Setting objectives/Providing Feedback  \_x\_Applying knowledge  \_x\_Cues/Questions/Advanced Organizers |
| Co-Teaching Model | \_\_One Teach/One Assist  \_\_Parallel  --Alternative  \_\_Station  \_\_Team Teaching |
| Differentiated Instruction | Teachers can differentiate the content, process, and/or product according to the students’ readiness/development, interest and/or learning style. |
| Differentiated Instruction: (Modifications & Accommodations, Co-Teaching Model:  FAPE,IDEA, 504, ESOL, & RTI) | * *modified checklist/rubric* * *copy of notes* * *extra time* * *break assignment in smaller parts* * *learning styles* * *stations* * *flexible grouping* * *choice* * *variety of assessment strategies* * *use of iPad/phone to take pictures of notes* * *small group pull out* |
| Technology Connection | *\_\_x\_\_SMART Board \_\_\_\_calculators \_\_\_\_mobile lab \_\_x \_ Brain Pop \_\_\_student device \_x\_\_ doc camera*  *\_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_x\_\_website \_x\_ video \_\_\_ student response* |
| Closing | Evidence of Student Learning…Feedback from students on what worked and did not work… Were students engaged? |
| Checks for Understanding/Formative Assessment | * Exit Ticket * Teacher Observation/Student Participation * Parking Pass * Test * Projects * Depth of Knowledge Questions * Survey * Summary * Class Discussion |