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| Date | Mon. Aug. 28th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE) | ELAGSE8RL1.cite textual evidence to support analysis and inference ELAGSE8RL3. Analyze incidents in a story ELAGSE8RL4. Determine the meaning of words and phrases ELAGSE8RL6. Analyze how differences in points of view create suspense. ELAGSE8L1a come to discussions prepared ELAGSE8SL4. Present claims and findings ELAGSE8SL6. Adapt speech to a variety of contexts and tasks ELAGSE8W2b.develop topic with relevant, well-chosen information and examples ELAGSE8W4. Produce clear and coherent writing ELAGSE8W9a.apply grade 8 reading standards to literature ELAGSE8W10. Write routinely over extended and shorter time frames ELAGSE8L2a.use punctuation to indicate a pause or break ELAGSE8L4c. consult reference material, both print and digital |
| Learning Targets | \*research information about Poe  \* |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | **Agenda:**  1. review vocab list#1 1st-3rd  2. Poe Web Quest 1st-3rd  3. Introduce Lit. collection  4. Language Lab #2.  **Closing:** \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  **Homework:**  1. Word Journal (1st-3rd Pds.)  2. Vocabulary sentences & study for test on Friday  3. |
| Research based instructional strategies | RRR, WOW  \_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 \_\_\_\_ choice \_\_\_ variety of assessment strategies |
| Technology Connection | \_\_x\_\_SMART Board \_\_\_\_mobile lab \_\_\_smart phones \_\_Kahoot  \_x\_\_ computers/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 \_\_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. Aug. 29th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
|  | ELAGSE8RL1.cite textual evidence to support analysis and inference ELAGSE8RL3. Analyze incidents in a story ELAGSE8RL4. Determine the meaning of words and phrases ELAGSE8RL6. Analyze how differences in points of view create suspense. ELAGSE8L1a come to discussions prepared ELAGSE8SL4. Present claims and findings ELAGSE8SL6. Adapt speech to a variety of contexts and tasks ELAGSE8W2b.develop topic with relevant, well-chosen information and examples ELAGSE8W4. Produce clear and coherent writing ELAGSE8W9a. apply grade 8 reading standards to literature ELAGSE8W10. Write routinely over extended and shorter time frames ELAGSE8L2a. use punctuation to indicate a pause or break ELAGSE8L4c. consult reference material, both print and digital |
| Learning Targets |  |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1. pass out & discuss class letter  2. index cards  3. set up ela notebook & discuss journals  4.  Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1.  2. |
| Research based instructional strategies | RRR, WOW  x\_\_\_Vocabulary \_x\_\_Comparing, contrasting, classifying, analogies  \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise  \_\_\_ HW & practice \_\_\_\_Cooperative learning  \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps)  \_x\_\_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 \_\_\_\_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. Aug. 30th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE) | ELAGSE8RL1.cite textual evidence to support analysis and inference ELAGSE8RL3. Analyze incidents in a story ELAGSE8RL4. Determine the meaning of words and phrases ELAGSE8RL6. Analyze how differences in points of view create suspense. ELAGSE8L1a come to discussions prepared ELAGSE8SL4. Present claims and findings ELAGSE8SL6. Adapt speech to a variety of contexts and tasks ELAGSE8W2b.develop topic with relevant, well-chosen information and examples ELAGSE8W4. Produce clear and coherent writing ELAGSE8W9a.apply grade 8 reading standards to literature ELAGSE8W10. Write routinely over extended and shorter time frames ELAGSE8L2a use punctuation to indicate a pause or break ELAGSE8L4c. consult reference material, both print and digital |
| Learning Targets |  |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1.  2.  3.  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1.  2. |
| Research based instructional strategies | RRR, WOW  \_x\_\_Vocabulary \_\_\_Comparing, contrasting, classifying, analogies  \_\_\_Note Taking \_\_\_ Reinforcing effort/giving praise  \_\_x\_ HW & practice \_\_x\_\_ Cooperative learning  \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps)  \_\_\_Setting Objectives/Providing Feedback  \_\_x\_\_ Applying knowledge \_\_\_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 \_\_\_\_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. Aug. 31st 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE) | ELAGSE8RL1.cite textual evidence to support analysis and inference ELAGSE8RL3. Analyze incidents in a story ELAGSE8RL4. Determine the meaning of words and phrases ELAGSE8RL6. Analyze how differences in points of view create suspense. ELAGSE8L1a come to discussions prepared ELAGSE8SL4. Present claims and findings ELAGSE8SL6. Adapt speech to a variety of contexts and tasks ELAGSE8W2b.develop topic with relevant, well-chosen information and examples ELAGSE8W4. Produce clear and coherent writing ELAGSE8W9a apply grade 8 reading standards to literature ELAGSE8W10. Write routinely over extended and shorter time frames ELAGSE8L2a.use punctuation to indicate a pause or break ELAGSE8L4c. consult reference material, both print and digital |
| Learning Targets |  |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1.  2.  3.  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1.  2. |
| Research based instructional strategies | RRR, WOW  \_\_\_Vocabulary \_\_\_Comparing, contrasting, classifying, analogies  \_\_\_Note Taking \_\_\_Reinforcing effort/giving praise  \_\_\_ HW & practice \_\_\_\_ 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 \_\_\_\_mobile lab \_\_\_ smart phone \_\_ 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 | Fri. Sept. 1st 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE) | ELAGSE8RL1.cite textual evidence to support analysis and inference ELAGSE8RL3. Analyze incidents in a story ELAGSE8RL4. Determine the meaning of words and phrases ELAGSE8RL6. Analyze how differences in points of view create suspense. ELAGSE8L1a come to discussions prepared ELAGSE8SL4. Present claims and findings ELAGSE8SL6. Adapt speech to a variety of contexts and tasks ELAGSE8W2b.develop topic with relevant, well-chosen information and examples ELAGSE8W4. Produce clear and coherent writing ELAGSE8W9a apply grade 8 reading standards to literature ELAGSE8W10. Write routinely over extended and shorter time frames ELAGSE8L2a use punctuation to indicate a pause or break ELAGSE8L4c. consult reference material, both print and digital |
| Learning Targets |  |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:  1.  2.  3.  Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey  Homework:  1.  2. |
| Research based instructional strategies | RRR, WOW  \_x\_\_Vocabulary \_\_\_Comparing, contrasting, classifying, analogies  \_\_\_Note Taking \_x\_\_Reinforcing effort/giving praise  \_\_\_ HW & practice \_x\_\_\_Cooperative learning  \_\_\_ Nonlinguistic representation(picture, graphic organizers, thinking maps)  \_\_\_Setting Objectives/Providing Feedback  \_x\_\_\_Applying knowledge \_\_\_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 \_\_\_\_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?-** |