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| Date | Mon. Aug. 21st 2017 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 ELAGSE8.L.6: acquire and use grade-level words; gather knowledge important to comprehension or expression |
| Learning Target(s)/I Can Statement(s) | I can: \*analyze textual information \*define key vocabulary terms \* read & comprehend for meaning \* respond orally & in writing to various depth of knowledge questions \*construct sentences using a variety of patterns  |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. smart start (USA Test-Prep)2. Achieve 3000 ELA Level Set Testing 3. \* if time permits, continue with “Bug Heads” LessonClosing: \_x recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Word Journal (1st-3rd Pds.)2. read/book project |
| 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 \_x\_\_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 \_\_\_\_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 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. Aug. 22ndth 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience ELAGSE8.L.1: demonstrate command of the conventions of Standard English grammar & usage ELAGSE8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression ELAGSE8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| Learning Target(s)/I Can Statement(s)  | I can: \*analyze textual information \*define key vocabulary terms \* read & comprehend for meaning \* respond orally & in writing to various depth of knowledge questions \*construct sentences using a variety of patterns |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. smart start (USA Test-Prep)2. if needed, complete the video*:: 15 Things Restaurants Don’t Want You to Know* 3. read & discuss *Bug Heads* Article4. Bug Level 1 & Level 2 questions Closing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Word Journal (1st-3rd Pds.)2. read/book project    |
| Research based instructional strategies  | RRR, WOWx\_\_\_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. 23rd 2017Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience ELAGSE8.L.1: demonstrate command of the conventions of Standard English grammar & usage ELAGSE8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression ELAGSE8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| Learning Target(s)/I Can Statement(s) | I can: \*analyze textual information \*define key vocabulary terms \* read & comprehend for meaning \* respond orally & in writing to various depth of knowledge questions \*construct sentences using a variety of patterns |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. smart start (USA Test-Prep)2. continue with the Bug Head Lesson & questions3. Expository Essay Writing inconnection with the articleClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. . Word Journal (1st-3rd Pds.)2. read/book project 3. Bug Head Expository Essay  |
| 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. 24th 2017Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience ELAGSE8.L.1: demonstrate command of the conventions of Standard English grammar & usage ELAGSE8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression ELAGSE8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| Learning Target(s)/I Can Statement(s) | I can: \*analyze textual information \*define key vocabulary terms \* read & comprehend for meaning \* respond orally & in writing to various depth of knowledge questions \*construct sentences using a variety of patterns |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1. Journal Jot2. Wrap up & discuss the Bug Head article & level 1 & 2 questions 3. 2. continue working on the expository essay4. VocabularyClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Word Journal (1st-3rd Pds.)2. read/book project.   |
| 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. Aug. 25th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| English Language Arts Georgia Standards of Excellence (ELAGSE | ELAGSE8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience ELAGSE8.L.1: demonstrate command of the conventions of Standard English grammar & usage 8.L.6: acquire & use grade-level words; gather knowledge important to comprehension or expression ELAGSE8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| Learning Target(s)/I Can Statement(s) | I can: \*analyze textual information \*define key vocabulary terms \* read & comprehend for meaning \* respond orally & in writing to various depth of knowledge questions \*construct sentences using a variety of patterns |
| Activity (Address components of a Standards Based Classroom, i.e. warm-up, opening, work session, closing.) | Agenda:1.Journal Jot 2. If needed wrap up Bug Head Lessson 3.VocabularyClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Word Journal (1st-3rd Pds.)2. read/book project   |
| 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?-** |