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| Date | Mon. Oct. 9th 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 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. NO SCHOOL/TEACHER’S PLANNING DAY & COLUMBUS DAY3.Closing: \_recap of class \_x\_ ticket out the door x\_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. 2. 3.  |
| 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 \_\_\_\_ 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\_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. Oct.10th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine  |
| Common Core Georgia Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.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 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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. clean out & organize notebooks for 2nd nine weeks/pass out new assignment sheet (keep all notes & sat vocab words) 3. grade language lab #4.4. 4th & 5th period complete grammar review sheet5. go over The Outsiders Close Reader work (1st-3rd Pds.) 6. If time permits, go over The Tell-Tale Heart Comprehension Questions & VocabularyClosing: \_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1 Student Dictionary (1st-3rd Pds.) 2. Read library book3. review the story, *The Tell=Tale Heart* for the test Friday\*PSAT TEST TOMORROW    |
| 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. Oct. 11th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.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 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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. PSAT TESTING3. continue reviewing *The Tell-Tale Heart* Questions & Vocab. workClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Student Dictionary (1st-3rd Pds.)2. 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 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. Oct. 12th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.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 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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. Journal Jot2. movie: The Tell-Tale Heart3. review for tomorrow’s testClosing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Student Dictionary (1st-3rd Pds.) 2. 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\_\_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. Oct. 13th 2017 Ms. Stacy R. Jenkins & Mrs. Janet Fine |
| Common Core Georgia Performance Standard(s) | 8.W.4: produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose,& audience 8.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 8.R.14: determine the meaning of words & phrases in text, including figures of speech & connotative meanings |
| 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. Journal Jot2. *The Tell-Tale Heart* Test3.Closing: \_x\_recap of class \_\_ ticket out the door \_\_ exit pass \_\_ think-pair-share \_\_review game \_\_survey Homework:1. Student Dictionary (1st-3rd Pds.)2. 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 \_\_\_Kahoot \_\_\_ computer lab \_\_\_\_iPods \_\_\_iPads \_\_\_website \_\_ smart phones |
| Learning Assessment  | x\_\_Teacher Observation/Student Participation\_\_ 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?-** |