

**Week
Of
April 3 – April 7, 2017**

Jennings Junior High School CPA Lesson Plan

| Subject: English Language Arts | | Grade Levels: 7 & 8 | | Instructor: Mrs. A. Keys | |
|---|---|---|---|---|---|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Key Concepts - Learning Targets /Daily Objective | <p>By the end of the lesson, I will be able to:</p> <p>RL.7.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(Review)</p> | <p>By the end of the lesson, I will be able to:</p> <p>RL.7.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(Review)</p> | <p>By the end of the lesson, I will be able to:</p> <p>RL.7.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(Review)</p> | <p>By the end of the lesson, I will be able to:</p> <p>RL.7.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(Review)</p> | No School |
| Essential Question(s) | <ul style="list-style-type: none"> • How do I determine the meaning of an unfamiliar word or usage? • How do words and their use influence language? | | | | |
| Common Core Standards | <p>RI.7.1 – Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.1 – Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> | | | | |
| DOK Level(s) | 2-3 | 2-3 | 2-3 | 2-3 | 2-3 |
| Vocabulary | Main Idea, Supporting Details, Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes | Main Idea, Supporting Details, Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes | Main Idea, Supporting Details, Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes | Main Idea, Supporting Details, Phrases, Clauses, Dangling Modifiers, Context Clues, Affixes | |
| Class Procedures/Lesson Design | <p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p> | <p>Do Now: (5-7 minutes)</p> <p>Paragraph Editing: Use correct symbol to edit.</p> | <p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/One paragraph 5-7 Sentences.</p> | <p>Do Now: (5-7 minutes)</p> <p>Paragraph Editing: Use correct symbol to edit.</p> | <p>Do Now: (5-7 minutes)</p> <p>Free Write: Journal Writing/ One Paragraph 5-7 Sentences.</p> <p>Friday: Do Now - Journal Check.</p> |
| | <p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> | <p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> | <p>Whole Group Lesson: Anticipatory set/Objective, including strategies (12 – 15 minutes)</p> | <p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> | <p>Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes)</p> |

| | | | | | |
|---|---|---|---|---|---|
| | Teacher ask: Which form or structure does the author use in this poem? | Teacher ask: What happens or is said in this text? | Teacher ask: What pieces of evidence provide the strongest support for your inferences? | Teacher ask: How are the reader's or audience's point of view different from the characters' in the story? | Teacher ask: What is the subject of this text? |
| | Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: DRC Insight Practice. | Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: DRC Insight Practice. | Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: ThinkCerca online MAP Practice. | Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: DRC Insight practice. | Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Insert Homework Packet Week 29 into Mastery Connect. |
| | Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: DRC Insight practice. Homework Week 29 due Thursday, April 6, 2017 | Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Continue MAP online training use manipulatives. (mice and headphones) | Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Continue to work on ThinkCerca online practice. Work on Google slides from summary of novel. | Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: DRC Insight practice. | Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Weekly reading comprehension assessment – Mastery Connect Socratic Seminar from 2 nd novel, completed. |
| Highly Tested GLEs: (MAP Time) Devoted to Common | Exit Slip | MAP TIME- New York Times | Exit Slip | MAP TIME – Acuity | |
| Core/Daily Formative Assessment (5-10 Minutes) | | | | | Bi-Weekly Common Formative Assessment – Mastery Connect |
| Homework | Weekly English Language Arts - Common Core Grade Level Packet also placed on my Weebly Website: http://angelakeys.weebly.com/ <ol style="list-style-type: none"> 1. Story Elements 2. Prediction 3. Main Idea/Central 4. Point of View 5. Theme | | | | |

| | | |
|---------------------------------------|---|--|
| Summative Assessment | DRC Insight Online Assessment, Acuity, Common Formative Assessments, MAP, SRI, ACT, CA/PARCC released items, Princeton Review Work Book | |
| Materials and Resources | <ol style="list-style-type: none"> 1. Novel – The Adventures of Tom Sawyer and Big Mouth and Ugly Girl 2. Composition Note Book 3. Interactive Notebook/Google Classroom 4. Dictionary/Thesaurus 5. Pen/Pencil 6. Laptops 7. New York Times Learning Website 8. Chromecast 9. Lan School 10. Acuity 11. Actively Learn 12. Kagan Structures 13. ThinkCERCA 14. Read Works Digital | |
| Unit Planner and Special Notes | ANNOUNCEMENTS: <ol style="list-style-type: none"> 1. MAP Testing – April/May | |

