

**Week
Of
Dec. 12 – Dec. 16,
2016**

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	By the end of the lesson, I will be able to: RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. (Review) W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.	By the end of the lesson, I will be able to: RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. (Review) W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.	By the end of the lesson, I will be able to: RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. (Review) W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.	By the end of the lesson, I will be able to: RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. (Review) W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.	By the end of the lesson, I will be able to: RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. (Review) W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.
Essential Question(s)	<ul style="list-style-type: none"> How will I determine the theme of the passage? 				
Common Core Standards	RL.7.2 & RL.8.2 – Determine a theme or central idea of a text and analyze its development over the course of the text. W.8.1 & W.7.1 – Write arguments to support claims with clear reasons and relevant evidence.				
DOK Level(s)	2-3	2-3	2-3	2-3	2-3
Vocabulary	Argumentative Essay, Claims, Pro/Cons, Rebuttal, Counter Claims Evidence, Research	Argumentative Essay, Claims, Pro/Cons, Rebuttal, Counter Claims Evidence, Research	Argumentative Essay, Claims, Pro/Cons, Rebuttal, Counter Claims Evidence, Research	Argumentative Essay, Claims, Pro/Cons, Rebuttal, Counter Claims Evidence, Research	Argumentative Essay, Claims, Pro/Cons, Rebuttal, Counter Claims Evidence, Research
Class Procedures/Lesson Design	Do Now: (5-7 minutes) Free Write: Journal Writing/One paragraph 5-7 Sentences.	Do Now: (5-7 minutes) Paragraph Editing: Use correct symbol to edit.	Do Now: (5-7 minutes) Free Write: Journal Writing/One paragraph 5-7 Sentences.	Do Now: (5-7 minutes) Paragraph Editing: Use correct symbol to edit.	Do Now: (5-7 minutes) Free Write: Journal Writing/ One Paragraph 5-7 Sentences. Friday: Do Now - Journal Check.
	Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes) Teacher ask: What do you claim, why, and how is your	Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes) Teacher ask: What other perspectives, or alternative,	Whole Group Lesson: Anticipatory set/Objective, including strategies (12 – 15 minutes) Teacher ask: What do you claim and why?	Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes) Teacher ask: What evidence from reliable sources, do you offer to support your claims?	Whole Group Lesson: Anticipatory Set/Objective, including strategies (12 – 15 minutes) Teacher ask: What do you claim, why, and how is your

	claim distinct from all others about this subject?	conflicting should you be considering?			claim distinct from all others about this subject?
	Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Analyze the Pro and Con of the Argumentative prompt	Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Begin writing Argumentative Essay. Peer Edit.	Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Watch the movie from novel, "The Adventures of Tom Sawyer"	Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Finish watching the novel, "The Adventures of Tom Sawyer"	Whole Group: Instruction/Modeling and Checking for Understanding, including strategies: (20 Minutes) Students will: Work on ThinkCerca using headphones to prepare for MAP Assessment.
	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Complete 5 square Graphic Organizer. Using the writing process.	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Publish Argumentative Essay. Present orally.	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Watch the movie from novel, "The Adventures of Tom Sawyer"	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Finish watching the novel, "The Adventures of Tom Sawyer"	Guided Practice, Independent, and Small Group Instructions, including Strategies: (20 Minutes) Students will: Work on ThinkCerca using headphones to prepare for MAP Assessment.
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

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. ReadWorks Digital

Unit Planner and Special Notes

ANNOUNCEMENTS:

1. End of 2nd Quarter – December 16
2. Acuity 3 – February 6-17
3. Spring Break – March 20-24
4. MAP Testing – April/May

