Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday****April 3, 2017** | **Tuesday****April 4, 2017** | **Wednesday****April 5, 2017** | **Thursday****April 6, 2017** | **Friday****April 7, 2017** |
| **Activity and****Writing Prompt** |  |
| **Standard** |
| **Content Objective**(Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  |
| **I Can marketing-target-winner-2-4677015[1]**  |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |

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|  | **Monday****April 10, 2017** | **Tuesday****April 11, 2017** | **Wednesday****April 12, 2017** | **Thursday****April 13, 2017** | **Friday****April 14, 2017** |
| **Activity and****Writing Prompt** | Instructional ELALeveled Reading#8 Blizzards8th Grade M-Step | Instructional ELALeveled Reading#9 Avalanches8th Grade M-Step | Instructional ELALeveled Reading#10 Forest Fires8th Grade M-Step | Instructional ELALeveled Reading Guided Note Taking 8th Grade M-Step | GoodNo School |
| **Standard** | RL. 7.1—Cite several pieces of evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | R.NT.07.05—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. | R.WS.06.07—In context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources. | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| **Content Objective**(Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).  | Students will be able to participate in leveled reading groups while reading text – Blizzards. Students will participate in brainstorming activity, discussion/sharing, cite evidence, writing about the text, locating textual evidence, draw inferences based on what the text says, provide responses using complete sentences, and evaluate the quality of one’s own work.  | Students will be able to respond to the text by finding evidence using active participation, activating prior knowledge, reading, and discussing text—Avalanches. Students will work within a group, partnership, and whole class. Students will find evidence, discuss, illustrate, and/or write to reflect, make connections, take a position, and/or show understanding. | Students will be able to determine the meaning of words, phrases, and content vocabulary throughout reading Forest Fires. Students will participate within A/B partnerships, verbally share ideas and predictions, and locate the key words/ideas destruction, flame, crews, satellites, arson, charred, and rapidly. Students will relate this vocabulary to terms they are already familiar with and share personal examples.  | Students will be able to organize details and facts based upon information read, discussed, and written throughout Natural Disaster unit. Students will be able to organize information and create a mini-summary describing 3-5 experiences or events that were read about within each disaster. Graphic organizer pages 1-4 provided and updated weekly using newly acquired information. Colored visual representation of each will be included. |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will respond by reading, writing, and discussing text.  | Students will respond by reading, writing, and discussing text.  | Students will be able to discuss and collaborate orally with a partner and group. | Students will read, review, discuss, speak, and write.  |
| **I Can marketing-target-winner-2-4677015[1]**  | I can cite textual evidence using quotation marks.  | I can respond to the text by taking notes and reflection. | I determine the meaning of words and phrases. | I can organize details and facts from each Natural Disaster.  |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |

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|  | **Monday****April 17, 2017** | **Tuesday****April 18, 2017** | **Wednesday****April 19, 2017** | **Thursday****April 20, 2017** | **Friday****April 21, 2017** |
| **Activity and****Writing Prompt** | Instructional ELALeveled ReadingRead, Think, and WriteDropping in on Fires | Instructional ELALeveled ReadingRead, Think, and WriteDropping in on Fires | Instructional ELALeveled ReadingGuided Note Taking | Instructional ELALeveled ReadingA Series of Unfortunate Events – Episode 5 | Instructional ELAM-STEP and MI-ACCESS Practice – Chromebooks |
| **Standard** | R. NT. 06.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. | L.PR.07.05-- Respond to the text when listened to or viewed knowledgably, by discussing, illustrating, and/or writing in order to answer questions, offer opinions, & solutions. | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | RL. 7.9- Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history. | Instructional ELAM-STEP and MI-ACCESS Practice – Chromebooks |
| **Content Objective**(Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).  | Students will be able to use word clues and information, as it relates to the text. Students will incorporate their common and prior knowledge in which will be used to base these assumptions and/or inferences. Review and discuss making inferences. | Students will be able to read, listen to, discuss, and respond to the text. Students will then contribute within a group to answer questions, use active participation, and through sentence completion and written response using sentence stems. | Students will be able to organize details and facts based upon information read, discussed, and written throughout Natural Disaster unit. Students will be able to organize information and create a mini-summary describing 3-5 experiences or events that were read about within each disaster. Graphic organizer pages 1-4 provided and updated weekly using newly acquired information. Colored visual representation of each will be included. | Students will be able to compare and contrast the book—A Series of Unfortunate Events and the New Net Flix Series (Rated PG) of—A Series of Unfortunate Events. Students will be comparing time, place, characters, and point of view. A Series of Unfortunate Events – Episode 5.   | Instructional ELAM-STEP and MI-ACCESS Practice – Chromebooks |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will be able to discuss and collaborate orally with a partner and group. | Students will listen, speak, discuss, and write to display understanding. | Students will read, review, discuss, speak, and write.  | Students will be able to discuss and collaborate orally with a partner and group. | Instructional ELAM-STEP /MI-ACCESS Practice – Chromebooks |
| **I Can marketing-target-winner-2-4677015[1]**  | I can draw inferences based upon the text word clues. | I can respond to the text by illustrating, discussing, and writing. | I can organize details and facts from each Natural Disaster.  | I can compare and contrast a book and a movie.  | I can practice the M-STEP and MI-ACCESS TestOn the – Chromebooks.  |
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|  | **Monday****April 24, 2017** | **Tuesday****April 25, 2017** | **Wednesday****April 26, 2017** | **Thursday****April 27, 2017** | **Friday****April 28, 2017** |
| **Activity and****Writing Prompt** | Instructional ELALeveled Reading | Instructional ELALeveled Reading | Instructional ELALeveled Reading | Instructional ELALeveled Reading | Instructional ELALeveled Reading |
| **Standard** |  |  |  |  |  |
| **Content Objective**(Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain).  |  |  |  |  |  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  |  |  |  |  |  |
| **I Can marketing-target-winner-2-4677015[1]**  |  |  |  |  |  |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, graphic organizers, kinesthetic learning opportunities, providing sentence STEMS, alternate location for learning and/or testing, Guided Highlighting, John Collins Writing Program implementation, (Type 1, Types 2, and Type 3), audio/visual equipment, the use of Technology, integration of NEWS.Ela, Promethean Board/Interactive White Boards, and visual clues. Timer used for some students with Behavior Plans. Resource Room also available.  |