Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday****November 28, 2016****Chocolate Fever** | **Tuesday****November 29, 2016****Chocolate Fever** | **Wednesday****November 30, 2016****Chocolate Fever** | **Thursday****December 1, 2016****Chocolate Fever** | **Friday****December 2, 2016****Chocolate Fever** |
| **Activity and****Writing Prompt** | Instructional ELAMaking PredictionsIntroduce New Vocab. Planner Notes | Instructional ELALeveled ReadingChocolate FeverMaking Inferences | Instructional ELALeveled ReadingChocolate FeverMaking Connections | Instructional ELALeveled ReadingChocolate FeverAnnotate the Text | Instructional ELALeveled ReadingChocolate FeverNote Taking  |
| **Standard** | RL. 07.04-- Determine the meaning of words and phrases as they are used in the text.  | R. NT. 06.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences.  | R.I.T.07.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to make connections.  | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect.  | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect.  |
| **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 learn and understand new vocabulary as it relates to the Novel ~ Chocolate Fever and make predictions based upon this vocabulary.  | Students will be able to use word clues and information, as it relates to Chocolate Fever, to draw inferences. Common and prior knowledge will be used to base these assumptions and/or inferences. Review and discuss Table of Contents.  | Students will be able to identify with information provided by the text in order to make connections; text- to- text, text- to-self, and text-to-world. Chapter 1 (read pages 13-18). Listen to Ch. 1 on CD. Guided notes.  | Students will be able to locate information from Chocolate Fever and use this information to take notes. Students will read, discuss, and illustrate text. Chapter 2 (pages 19-23).Listen to Ch. 2 on CD.Guided Notes.  | Students will be able to locate information from Chocolate Fever and use this information to take notes on Graphic Organizer – Cornell Note Taking. Chapter 3 (pages 24-28).Listen to Ch. 3 on CD.Guided Notes.  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will be able to speak, listen, and discuss predictions with a partner.  | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to discuss and collaborate orally with a partner.  | Students will be able to discuss and collaborate orally with a partner.  | Students will be able to discuss and collaborate orally with a partner.  |
| **I Can**  **C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg**  | I can determine the meaning of words and phrases as they are used in the text. | I can draw inferences based on the text evidence.  | I can respond to the text by making connections.  | I can respond to the text by using annotation.  | I can respond to text by taking notes. |
| **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****December 5, 2016** | **Tuesday****December 6, 2016** | **Wednesday****December 7, 2016** | **Thursday****December 8, 2016** | **Friday****December 9, 2016** |
| **Activity and****Writing Prompt** | Instructional ELALeveled ReadingChocolate Fever Chapter 4 (pages 29-34).Listen to Ch. 4 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate Fever Chapter 5 (pages 34-41).Listen to Ch. 5 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate FeverChapter 6 (pages 41-48).Listen to Ch. 6 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate FeverChapter 7 (pages 48-56).Listen to Ch. 7 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate Fever Chapter 8 (pages 56-66).Listen to Ch. 8 on CD.Guided Notes.  |
| **Standard** | R. CM. 06.01—Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.  | L. RP. 06.01—Listen to or view knowledgably a variety of genre to summarize, take notes on key points, and ask clarifying questions.  | R. IT. 06.04—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect.     | 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. PR. 06. 04—draft flow of ideas through the arrangement of main ideas and supporting ideas using transition words. |
| **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 read, discuss, and respond to Chocolate Fever Ch. 4. Students will look-back through the text for responses to comprehension questions, use vocabulary to complete Crossword Puzzle, view and discuss questions and work within groups to complete written response using provided sentence stems.  | Guided Reading of Ch. 5 Listen to CD of Ch. 5Students will be able to cite textual evidence through ongoing reading of Chocolate Fever and be able to locate information to clarify understanding.  | Students will be able to respond to Ch. 6 (Chocolate Fever) by making connections, discussing text, illustrating a visual representation, and finding evidence.    | Students will be able to read, listen to, discuss, and respond to the text Chocolate Fever Ch. 7. Students will also contribute to answering questions, active participation, and completion of written response using sentence stems.  | Students will be able to describe events from Chocolate Fever through active participation of Guided Reading, discussion, and supporting main ideas using supporting details. Students will continue reading Chocolate Fever up to Chapter 8.  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will read, discuss, and write using sentence stems and A/B partners.  | Students will participate through hearing, viewing, speaking, and writing. | Students will read and discuss Chapter 6, then respond by writing.    | Students will listen, speak, discuss, and write to display understanding.  | Students will participate through hearing, viewing, speaking, and writing. |
| **I Can marketing-target-winner-2-4677015[1]**  | I can make connections and respond to the text through discussion.  | I can summarize, takes notes, and ask questions.  | I can respond to Chapter 6 by finding evidence and through discussion.  | I can respond to the text by illustrating Chapter 7 of Chocolate Fever.  | I can provide the Main Idea and 3-5 supporting details from Chocolate Fever.  |
| **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****December 12, 2016** | **Tuesday****December 13, 2016** | **Wednesday****December 14, 2016** | **Thursday****December 15, 2016** | **Friday****December 16, 2016** |
| **Activity and****Writing Prompt** | Instructional ELALeveled ReadingChocolate Fever Chapter 9 (pages 66-71).Listen to Ch. 9 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate Fever Chapter 10 (pages 72-80).Listen to Ch. 10 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate FeverChapter 11 (pages 81-87).Listen to Ch. 11 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate FeverChapter 12 (pages 88-93).Listen to Ch. 12 on CD.Guided Notes.  | Instructional ELALeveled ReadingChocolate Fever Book Review Listen to Ch. 1-12 on CD.Guided Notes.  |
| **Standard** | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect.  | W.6.4.-Produce clear and coherent writing in which development, organization, and style are appropriate. | L. PR. 06-08.05—Respond to the text when listened to or viewed knowledgably, by discussing, illustrating, and/or writing in order to answer questions, offer opinions, or provide solutions.  | W. 6.1b.—Support claim(s) with clear reasons and relevant evidence to support the text.  | L. PR. 06-08.05—Respond to multiple text types when listened to or viewed knowledgably, by discussing, illustrating, and/or writing in order to compare and contrast similarities and differences, anticipate and answer questions, and offer opinions and offer or solutions.  |
| **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 locate information from Chocolate Fever and use this information to take notes on Graphic Organizer – Sentence Stems.  Chapter 9. Guided Notes.  | Students will be able to sequence the events (place-in-order the events took place directly from the book).Continue Guided Reading, discussion, note taking, and review each chapter that has been read. Chapter 10.  | Students will be able to respond to the text when working in groups, searching for text evidence, and drawing an illustration of each chapter by using the book to look back. Chapter 11. Guided Notes.  | Student will be able to Support claims using clear reasons and evidence directly from the text. Continue Guided Reading, discussion, note taking, and review each chapter. Chapter 12. Guided Notes.  | Students will be able to listen to Chapters 1-12 on CD, discuss orally as a class, review and share notes, and be able to answer review questions, describe events, and/or write to clarify. Discuss and create student created rubric for presentations.  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will be able to discuss and collaborate orally with a partner.  | Students will re-read, discuss, and write using organizational skills.  | Students will speak and write to illustrate.  | Students will speak and discuss claims and evidence.  | Students will participate through hearing, viewing, speaking, and listening.  |
| **I Can marketing-target-winner-2-4677015[1]**  | I can respond to text by taking notes.  | I can produce a clean and coherent writing piece using organization.  | I can respond to the text by discussing, illustrating, or writing.  | I can support claims using clear reasons and relevant evidence.  | I can respond to the events from Chocolate Fever by active participation.  |
| **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, 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****December 19, 2016** | **Tuesday****December 20, 2016** | **Wednesday****December 21, 2016** | **Thursday****December 22, 2016** | **Friday****December 23, 2016** |
| **Activity and****Writing Prompt** | Instructional ELALeveled ReadingChocolate FeverPresentations  | Instructional ELALeveled ReadingChocolate FeverPresentations | Instructional ELALeveled ReadingChocolate FeverPresentations/Movie | Instructional ELALeveled ReadingChocolate FeverMovie | Instructional ELALeveled ReadingChocolate FeverMovie |
| **Standard** | S. L. 7. 5.—Include Multimedia and visual displays into presentations to clarify claims and findings.  | S. L. 7. 5.—Include Multimedia and visual displays into presentations to clarify claims and findings.  | S. L. 7. 5.—Include Multimedia and visual displays into presentations to clarify claims and findings.  | L. PR. 06-08.05—Respond to multiple text types when listened to, viewed, or read in order to compare and contrast.  | L. PR. 06-08.05—Respond to multiple text types when listened to, viewed, or read in order to compare and contrast.  |
| **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 work on Chocolate Fever Presentations and Present by the end of the week. Students will follow student created rubric and choose from 1 of the following; Power Point Presentation, Poster Board Presentation, or Oral Report. See Rubric for further details and requirements.  | Students will be able to work on Chocolate Fever Presentations and Present by the end of the week. Students will follow student created rubric and choose from 1 of the following; Power Point Presentation, Poster Board Presentation, or Oral Report. See Rubric for further details and requirements.  | Students will be able to work on Chocolate Fever Presentations and Present by the end of the week. Students will follow student created rubric and choose from 1 of the following; Power Point Presentation, Poster Board Presentation, or Oral Report. See Rubric for further details and requirements.  | Students will be able to respond to the text using Guided Notes, Vocabulary, Chocolate Fever Text, and Movie—Willie Wonka and the Chocolate Factory in order to compare and contrast multiple text types. Graphic Organizer provided to keep on task.  | Students will be able to respond to the text using Guided Notes, Vocabulary, Chocolate Fever Text, and Movie—Willie Wonka and the Chocolate Factory in order to compare and contrast multiple text types. Graphic Organizer provided to keep on task.  |
| **Language Objective**(Read, Write, Hear, Speak, Discuss, and Debate).  | Students will listen to peers present and will orally present themselves.  | Students will listen to peers present and will orally present themselves.  | Students will listen to peers present and will orally present themselves.  | Students will be able to view knowledgably, listen, and write to compare and contrast.  | Students will be able to view knowledgably, listen, and write to compare and contrast.  |
| **I Can marketing-target-winner-2-4677015[1]**  | I can follow the rubric and present facts, details, and events from Chocolate Fever.  | I can follow the rubric and present facts, details, and events from Chocolate Fever.  | I can follow the rubric and present facts, details, and events from Chocolate Fever.  | I can compare and contrast Chocolate Fever and Willie Wonka.  | I can compare and contrast Chocolate Fever and Willie Wonka.  |
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|  | **Monday****December 26, 2016****No School** | **Tuesday****December 27, 2016****No School** | **Wednesday****December 28, 2016****No School** | **Thursday****December 29, 2016****No School** | **Friday****December 30, 2016****No School** |
| **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****January 2, 2017** | **Tuesday****January 3, 2017** | **Wednesday****January 4, 2017** | **Thursday****January 5, 2017** | **Friday****January 6, 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.  |