Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **January 30, 2017** | **Tuesday**  **January 31, 2017** | **Wednesday**  **February 1, 2017** | **Thursday**  **February 2, 2017** | **Friday**  **February 3, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Natural Disasters  #4 Floods | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading |
| **Standard** | RI. 7.4.—Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings. | RI. 7. 1.—Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI. 7.7.—Compare and contrast a text to another text, audio, video, or multimedia version of the text. | RI. 6. 5.—Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | 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 use word structure, word association strategies, word clues, and similar beginning and ending sounds to understand difficult words within the text. Students will answer comprehension, vocabulary, and completion questions using sentence stems. | Students will be able to continue with Guided Leveled Reading and identify unknown words and phrases as they are encountered within the text. Students will be able to actively participate with the book introduction locating title, author, index, glossary, captions, and bolded words on the page. | Students will be able to read and discuss Monday’s Informational Text - Floods and begin to compare and contrast different main ideas and supporting details to The Book – Floods (introduced on Tuesday). Additionally, vocabulary used throughout both texts will be compared. | Students will be able to read along to the text Floods and analyze how particular elements of the text, main ideas, paragraphs, and chapters fit into the development of the text. Guided comprehension questions, sentence stems, and check-point questions will be used throughout. | Students will be able to write a narrative describing 3-5 experiences or events that were read about within the text Floods. Well structured, organized, and development of events and/or relationships. Beginning and ending using factual information. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will hear, speak, and write responses. | Students will read, discuss, and speak. | Students will read, discuss, and speak. | Students will respond by reading, writing, and discussing text. | Students will read, discuss, and speak. |
| **I Can** | I can determine the meaning of words and phrases. | I can cite evidence to support the text. | I can compare and contrast Floods and Floods. | I can make inferences. | I can produce clear and coherent writing. |
| **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**  **February 6, 2017** | **Tuesday**  **February 7, 2017** | **Wednesday**  **February 8, 2017** | **Thursday**  **February 9, 2017** | **Friday**  **February 10, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading  Graphic Organizer  Terry—PD | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading  Terry—PD | Instructional ELA  Leveled Reading  Book – Floods  Guided Reading | Instructional ELA  Leveled Reading  Q3 STAR Reading |
| **Standard** | RI. 6. 5.—Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | RI. 6. 5.—Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Q3 STAR  Reading  Assessment |
| **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 along to the text Floods and analyze how particular elements of the text, main ideas, paragraphs, and chapters fit into the development of the text. Guided comprehension questions, sentence stems, and check-point questions will be used throughout. Students will prepare for writing by reviewing vocabulary, working with A/B partners, and sharing reading and listening responsibilities. | Students will be able to organize details and facts based upon information read, discussed, and written throughout book—Floods. Students will be able to organize this information and create a rough draft describing 3-5 experiences or events that were read about within the text Floods. Well structured, organized, and development of events and/or relationships. Beginning and ending using factual information. | Students will be able to write a narrative describing 3-5 experiences or events that were read about within the text Floods. Well structured, organized, and development of events and/or relationships. Beginning and ending using factual information. | Students will be able to read along to the text Floods and analyze how particular elements of the text, main ideas, paragraphs, and chapters fit into the development of the text. Guided comprehension questions, sentence stems, and check-point questions will be used throughout. Students will prepare for writing by reviewing vocabulary, working with A/B partners, and sharing reading and listening responsibilities. | Q3 STAR  Reading  Assessment |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will respond by reading, writing, and discussing text. | Students will read, discuss, speak, and write. | Students will read, discuss, and speak. | Students will respond by reading, writing, and discussing text. | Q3 STAR  Reading  Assessment |
| **I Can** | I can make inferences. | I can produce a clear and coherent Graphic Organizer. | I can produce clear and coherent writing. | I can make inference based upon the text. | I can take Q3 STAR  Reading  Assessment |
| **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**  **February 13, 2017** | **Tuesday**  **February 14, 2017** | **Wednesday**  **February 15, 2017** | **Thursday**  **February 16, 2017** | **Friday**  **February 17, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  #5 Hurricanes | Instructional ELA  Leveled Instruction  PBIS Celebration Party | Instructional ELA  Leveled Reading  #6 Tsunamis | Instructional ELA  Leveled Reading  Think, Read, and Write  Tsunamis  Terry—PD | Instructional ELA  Leveled Reading  Think, Read, and Write  Tsunamis |
| **Standard** | 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. | PBIS Celebration Party  8th grade—1st hour  6th grade—3rd hour  7th grade—6th hour | 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. | 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. | W. 7.3—Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. |
| **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 determine the meaning of words, phrases, and content vocabulary throughout reading Hurricanes. Students will participate within their A/B partnerships, verbally share ideas and predictions, and locate the key words/ideas STORM SURGE, DAMP, AND MOIST. Students will relate this vocabulary to terms they are already familiar with and share personal examples. | PBIS Celebration Party  8th grade—1st hour  6th grade—3rd hour  7th grade—6th hour  Work Completion Day | Students will be able to respond to the text by finding evidence using active participation, activating prior knowledge, reading, and discussing text—Tsunamis. Students will work within a group, partner, and whole class. | Students will be able to participate in leveled reading groups Thinking, Reading, and Writing about Tsunamis. 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 participate in leveled reading groups Thinking, Reading, and Writing about Tsunamis. 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. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will be able to discuss and collaborate orally with a partner and group. | PBIS Celebration Party  8th grade—1st hour  6th grade—3rd hour  7th grade—6th hour | 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. |
| **I Can** | I can determine the meaning of unknown words. | I can pay $10.00 Cardinal Cash to participate in the PBIS Party. | I can respond to the text Tsunamis. | I can cite textual evidence using quotation marks. | I can write a narrative about Tsunamis. |
| **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**  **February 20, 2017** | **Tuesday**  **February 21, 2017** | **Wednesday**  **February 22, 2017** | **Thursday**  **February 23, 2017** | **Friday**  **February 24, 2017** |
| **Activity and**  **Writing Prompt** | No School  President’s Day | No School | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer – Introduction | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer – Introduction | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer – Book |
| **Standard** | No School  President’s Day | No School | RI. 7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | RI. 6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | RI. 7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text. Provide an objective summary of the text. |
| **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). | No School  President’s Day | No School | Vocabulary Activity  Students will be able to participate in a book walk, review text features, target words, identify index, glossary, and page numbers/chapters, make inferences, and analyze what the text says. Make connections from previous vocabulary to new. | Introduction & Vocabulary  Before Reading & Preview The Book H/O P. 1. Within leveled reading groups, students will be able to actively participate by reading, listening, and collaborating. Students will be able to analyze how a paragraph or section develops over time. | During Reading H/O P. 2  Heads Up Question P. 17  Draw Conclusions P. 24  Heads Up Question P. 24.  Students will be able to participate, discuss, and locate main/central idea and supporting ideas/details throughout reading and discussion. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | No School  President’s Day | No School | Students will be able to listen and orally participate within small and whole group. | Students will be able to discuss and collaborate orally with a partner and group. | Students will respond by reading, writing, and discussing text. |
| **I Can** | No School  President’s Day | No School | I can cite text evidence and make inferences. | I can analyze parts of the text to better understand. | I can determine main idea and supporting details. |
| **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**  **February 27, 2017** | **Tuesday**  **February 28, 2017** | **Wednesday**  **March 1, 2017** | **Thursday**  **March 2, 2017** | **Friday**  **March 3, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer | Instructional ELA  Leveled Reading  Book – Survivor  Jon Krakauer |
| **Standard** | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W. 7.2.d - Write to inform or explain a topic, ideas, or information using precise language and domain-specific vocabulary to inform or explain. | W.7.1.a - Write arguments to support claims with clear reasons and relevant evidence by presenting opposing claims and organizing information. | W.7.1.a - Write arguments to support claims with clear reasons and relevant evidence by presenting opposing claims and organizing information. | W. 7.6 - Use technology, including the internet, to produce and publish writing and link-to and cite-sources, as well as, to interact and collaborate with others, including linking to and citing sources. |
| **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). | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41.  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | During Reading H/O P. 3  Heads Up Question P. 37  Descriptive Paragraph P. 41  Heads Up Question P. 41  Students will be able to write to explain using vocabulary and sequencing of ideas. Students will use word clues and the text to assist in writing descriptive paragraph. | After Reading H/O P. 4  Comprehension Check  Write About It.  Students will be able to take a position to support a claim using reasons and evidence. Students will be able to organize information and present it by writing a paragraph. | After Reading H/O P. 4  Comprehension Check  Write About It.  Students will be able to take a position to support a claim using reasons and evidence. Students will be able to organize information and present it by writing a paragraph. | Students will be able to use technology, including the internet, to produce and publish writing. Students will take a position, from the Write About It section, edit responses, and publish writing. FCA's- take a position, 10- complete sentences, and correctly use 5-vocabulary terms. 30- points. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will respond by writing to describe. | Students will respond by writing using vocabulary to explain. | 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 respond by revising and publishing work. |
| **I Can** | I can write to explain or inform about Mount Everest. | I can write about Mount Everest using specific vocabulary. | I can write an argument to support a claim. | I can write using clear reasons and relevant evidence. | I can publish my work by typing out my Type-3. |
| **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. | | | | |