Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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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. | | | | |

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|  | **Monday**  **January 9, 2017** | **Tuesday**  **January 10, 2017** | **Wednesday**  **January 11, 2017** | **Thursday**  **January 12, 2017** | **Friday**  **January 13, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Chocolate Fever  Work Day - Presentations | Instructional ELA  NWEA Log-On and Practice with  Mrs. Jennifer Dimilia | Instructional ELA  Leveled Reading  Chocolate Fever  Work Day - Presentations | Instructional ELA  Leveled Reading  Class Presentations | NWEA  ELA District Assessment  Day 1 |
| **Standard** | S. L. 7. 5.—Include Multimedia and visual displays into presentations to clarify claims and findings. | SL. 06.02—Interpret information presented in diverse media and formats. | S. L. 7. 5.—Include Multimedia and visual displays into presentations to clarify claims and findings. | W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or  sequencing ideas chronologically by importance when writing compositions. | 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 opinions 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 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 follow oral directions to log onto the practice NWEA cite and enable on-line tools. Students will then be able to access the text-to-speech feature and follow along to the prompts. Special Presenter ~ Mrs. Jennifer Dimilia will be providing instruction. | 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 present ideas/presentations in the form of Power Point Presentation, Poster Board Presentation, or Oral Report based upon the book ~ Chocolate Fever. See Student Created Rubric for further details and requirements. Audience will able to be good listeners and provide undivided attention to speaker/presenter. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will read, write, and organize information for presentations. | Students will listen, communicate, and respond to prompts on-line. | Students will read, write, and organize information for presentations. | Students will listen to peers present and will orally present themselves. | Students will read, listen, and respond. |
| **I Can marketing-target-winner-2-4677015[1]** | I can follow the rubric and present facts, details, and events from Chocolate Fever. | I can log onto the computer, log on to NWEA, and follow directions. | I can follow the rubric and present facts, details, and events from Chocolate Fever. | I can present my findings to my classmates. | NWEA  ELA District Assessment  Day 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 16, 2017** | **Tuesday**  **January 17, 2017** | **Wednesday**  **January 18, 2017** | **Thursday**  **January 19, 2017** | **Friday**  **January 20, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Martin Luther King Jr. Day | NWEA  ELA District Assessment  Day 2 | Instructional ELA  Leveled Reading  Class Presentations | Instructional ELA  Leveled Reading  Natural Disasters  Vocabulary and Introduction | Instructional ELA  Leveled Reading  Natural Disasters  #1 Volcanoes |
| **Standard** | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect. | 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 opinions or solutions. | W.PR.08.03 draft focused ideas experimenting with various ways of sequencing information including ordering arguments, or sequencing ideas chronologically by importance when writing compositions. | R.WS.08.07—In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources. | 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. |
| **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 Text—Martin Luther King Jr. and use this information to take notes on Graphic Organizer – Sentence Stems will be provided. Students will also respond to short informational video on Martin Luther King. Jr. | Students will be able to present ideas/presentations in the form of Power Point Presentation, Poster Board Presentation, or Oral Report based upon the book ~ Chocolate Fever. See Student Created Rubric for further details and requirements. Audience will able to be good listeners and provide undivided attention to speaker/presenter. | Students will be able to activate prior knowledge, discuss, share, work in A/B partners, illustrate, and share out knowledge of Natural Disasters. Formative Assessment to review and learn new vocabulary associated with natural disasters. | Students will be able to respond to the text by finding evidence using active participation, activating prior knowledge, reading, and discussing text—Volcanoes. Students will work within a group, partner, and whole class. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will be able to discuss and collaborate orally with a partner. | Students will read, listen, and respond. | Students will listen to peers present and will orally present themselves. | Students will be able to discuss and speak using correct vocabulary. | Students will respond by reading, writing, and discussing text. |
| **I Can marketing-target-winner-2-4677015[1]** | I can respond to text by taking notes. | NWEA  ELA District Assessment  Day 2 | I can be a good listener when my peers present. | I can determine unknown vocabulary using word strategies. | I can respond to the text Volcanoes. |
| **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 23, 2017** | **Tuesday**  **January 24, 2017** | **Wednesday**  **January 25, 2017** | **Thursday**  **January 26, 2017** | **Friday**  **January 27, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Natural Disasters  #1 Volcanoes | Instructional ELA  Leveled Reading  Natural Disasters | Instructional ELA  Leveled Reading  Natural Disasters  #2 Storms | Instructional ELA  Text-to-Speech Electronic Text Book Mammoth Waves and Monster Quakes | Instructional ELA  Leveled Reading  Natural Disasters  #3 Earthquakes |
| **Standard** | 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. I. 6. 3. - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | R.MT.06-08.01—Self- monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension. | R.WS.08.07—In context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources. | R.CM.07.02 – Retell through concise summarization grade-level narrative and informational 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). | Students will be able to respond to the text by finding evidence using active participation, activating prior knowledge, reading, and discussing text—Volcanoes. Students will work within a group, partner, and whole class. | Students will be able to analyze how individual Natural Disasters are introduced, illustrated, and elaborated within the text. Students will be able to identify cause and effect using examples and evidence within the text. | Students will be able to self- monitor comprehension by applying “good-reading- strategies,” to the text—Storms. Students will skim the text, apply familiar vocabulary, incorporate prior knowledge, and ask themselves questions throughout reading. | Students will be able to activate prior knowledge, discuss, share, work in A/B partners, illustrate, and share out knowledge of Natural Disasters. Formative Assessment to review and learn new vocabulary associated with natural disasters. | Students will be able to retell facts, details, and important information from the text—Earthquakes. Students will actively participate, use guided highlighting, and incorporates foundational vocabulary when retelling or summarizing. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will respond by reading, writing, and discussing text. | Students will contribute verbally using a think-pair-share. | Students will self-monitor comprehension when reading and re-reading text. | Students will be able to discuss and speak using correct vocabulary. | Students will read, discuss, and write out factual information. |
| **I Can marketing-target-winner-2-4677015[1]** | I can respond to the text Volcanoes. | I can analyze Natural Disasters by providing examples. | I can use reading strategies to help my comprehension. | I can determine unknown vocabulary using word strategies. | I can retell and summarize text—Earthquakes. |
| **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 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 marketing-target-winner-2-4677015[1]** | 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. | | | | |