Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **May 1, 2017** | **Tuesday**  **May 2, 2017** | **Wednesday**  **May 3, 2017** | **Thursday**  **May 4, 2017** | **Friday**  **May 5, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  **7th Grade M-Step** | Instructional ELA  Leveled Reading  **7th Grade M-Step** | Instructional ELA  Leveled Reading  **7th Grade M-Step** | Instructional ELA  Leveled Reading  The Tale of Despereaux |
| **Standard** | W. 7.10—Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. | 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. | R. NT. 06.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. | 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. 7.9- 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. |
| **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 a Guided Reading of The Tales of Despereaux ongoing throughout the reading of the book. Students will listen to the Book (on-line) and follow along throughout. Students will read. Discuss, write over extended periods of time, complete vocabulary activities, comprehension activities, check-up activities, cite textual evidence, respond appropriately to the characters feelings/emotions, write to reflect, make connections, activate prior knowledge, locate evidence, illustrate pictures and vocabulary, incorporate vocabulary strategies, and word attack skills. Students will work in ELA Interactive Notebooks and fill out daily pre-planned and discussed questions. Type #1 and Type #2.  Chapters 1-15 this week. | | | | 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 6. |
| **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 be able to respond by reading, talking with A/B partner, and listening. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to respond by reading and listening. | Students will be able to discuss and collaborate orally with a partner and a within a group. |
| **I Can marketing-target-winner-2-4677015[1]** | I can write over extended time frames. | I can determine the meaning of words and phrases. | I can cite text evidence. | I can respond to the text. | I can compare and contrast a book and a movie. |
| **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**  **May 8, 2017** | **Tuesday**  **May 9, 2017** | **Wednesday**  **May 10, 2017** | **Thursday**  **May 11, 2017** | **Friday**  **May 12, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux |
| **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. | 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. |
| **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 a Guided Reading of The Tales of Despereaux ongoing throughout the reading of the book. Students will listen to the Book (on-line) and follow along throughout. Students will read. Discuss, write over extended periods of time, complete vocabulary activities, comprehension activities, check-up activities, cite textual evidence, respond appropriately to the characters feelings/emotions, write to reflect, make connections, activate prior knowledge, sequencing ideas, identify story elements, locate evidence, illustrate pictures and vocabulary, incorporate vocabulary strategies, and word attack skills. Students will work in ELA Interactive Notebooks and fill out daily pre-planned and discussed questions.  Type #2 and Type #3.  Chapters 16-23 this week. | | | | 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 7. |
| **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 be able to respond by reading, talking with A/B partner, and listening. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to respond by reading and listening. | Students will be able to discuss and collaborate orally with a partner and a within a group. |
| **I Can marketing-target-winner-2-4677015[1]** | I can cite textual evidence to support what the text says. | I can respond to the text by finding evidence and write to reflect. | In context, I can determine the meaning of unknown words. | I can produce clear and coherent writing. | I can compare and contrast a book and a movie. |
| **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**  **May 15, 2017** | **Tuesday**  **May 16, 2017** | **Wednesday**  **May 17, 2017** | **Thursday**  **May 18, 2017** | **Friday**  **May 19, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux |
| **Standard** | 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. | 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. | 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. 7.9- 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. |
| **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 a Guided Reading of The Tales of Despereaux ongoing throughout the reading of the book. Students will listen to the Book (on-line) and follow along throughout. Students will read. Discuss, write over extended periods of time, complete vocabulary activities, comprehension activities, check-up activities, cite textual evidence, respond appropriately to the characters feelings/emotions, write to reflect, make connections, activate prior knowledge, sequencing ideas, identify story elements, locate evidence, illustrate pictures and vocabulary, incorporate vocabulary strategies, and word attack skills. Students will work in ELA Interactive Notebooks and fill out daily pre-planned and discussed questions.  Type #2 and Type #3.  Chapters 24-33 this week. | | | | 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 8. |
| **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 be able to respond by reading, talking with A/B partner, and listening. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to respond by reading and listening. | Students will be able to discuss and collaborate orally with a partner and a within a group. |
| **I Can marketing-target-winner-2-4677015[1]** | I can respond to the text. | I can determine the meaning of words and phrases. | I can produce clear and coherent writing. | I can respond to the text by finding evidence. | I can compare and contrast a book and a movie. |
| **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**  **May 22, 2017** | **Tuesday**  **May 23, 2017** | **Wednesday**  **May 24, 2017** | **Thursday**  **May 25, 2017** | **Friday**  **May 26, 2017** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux  Field Day 8-11 AM  Perfect M-Step Attendance | Instructional ELA  Leveled Reading  The Tale of Despereaux  ½- Day | No School |
| **Standard** | W. 7. 4.—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 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. | W. 7.10—Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. | ½- Day | No School |
| **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 a Guided Reading of The Tales of Despereaux ongoing throughout the reading of the book. Students will listen to the Book (on-line) and follow along throughout. Students will read. Discuss, write over extended periods of time, complete vocabulary activities, comprehension activities, check-up activities, cite textual evidence, respond appropriately to the characters feelings/emotions, write to reflect, make connections, activate prior knowledge, sequencing ideas, identify story elements, locate evidence, illustrate pictures and vocabulary, incorporate vocabulary strategies, and word attack skills. Students will work in ELA Interactive Notebooks and fill out daily pre-planned and discussed questions.  Type #2 and Type #3.  Chapters 34-52 this week. | | | ½- Day | No School |
| **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 be able to respond by reading and listening. | Students will be able to discuss and collaborate orally with a partner and a within a group. | ½- Day | No School |
| **I Can marketing-target-winner-2-4677015[1]** | I can produce clear and coherent writing. | I can respond to the text. | I can write routinely over extended times. | ½- Day | No School |
| **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**  **May 29, 2017** | **Tuesday**  **May 30, 2017** | **Wednesday**  **May 31, 2017** | **Thursday**  **June 1, 2017** | **Friday**  **June 2, 2017** |
| **Activity and**  **Writing Prompt** | Memorial  Day  No  School | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  The Tale of Despereaux | Instructional ELA  Leveled Reading  ½ Day  End of Q4 |
| **Standard** | W. 7.10—Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. | W. 7.10—Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. | W. 7.10—Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences. | ½ Day  End of Q4  8th Grade Dance |
| **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 a Guided Reading of The Tales of Despereaux ongoing throughout the reading of the book. Students will listen to the Book (on-line) and follow along throughout. Students will read. Discuss, write over extended periods of time, complete vocabulary activities, comprehension activities, check-up activities, cite textual evidence, respond appropriately to the characters feelings/emotions, write to reflect, make connections, activate prior knowledge, sequencing ideas, identify story elements, locate evidence, illustrate pictures and vocabulary, incorporate vocabulary strategies, and word attack skills. Students will work in ELA Interactive Notebooks and fill out daily pre-planned and discussed questions.  Type #3, Revision, Type #4.  Chapters 16-23 this week. | | | ½ Day  End of Q4  8th Grade Dance |
| **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 be able to respond by reading and listening. | Students will be able to discuss and collaborate orally with a partner and a within a group. | ½ Day  End of Q4  8th Grade Dance |
| **I Can marketing-target-winner-2-4677015[1]** | I can write routinely over extended time frames to perfect my writing. | I can write routinely over extended time frames to perfect my writing. | I can write routinely over extended time frames to perfect my writing. | ½ Day  End of Q4  8th Grade Dance |
| **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. | | | | |