Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **October 31, 2016**  **Happy Halloween!!!**  **Trick-or-Treat☺** | **Tuesday**  **November 1, 2016**  **Schoolwide Writing Prompt** | **Wednesday**  **November 2, 2016**  **Nanny McPhee** | **Thursday**  **November 3, 2016**  **Nanny McPhee** | **Friday**  **November 4, 2016**  **1/2-day students**  **End of 1st Marking** |
| **Activity and**  **Daily Writing Prompt** | Instructional ELA  Leveled Reading  Creepy McPhee  Trick-or-treaters from Allendale | Instructional ELA  Leveled Reading  Schoolwide Writing Prompt | Instructional ELA  Leveled Reading  Compare and Contrast Creepy McPhee and Nanny McPhee | Instructional ELA  Leveled Reading  Compare and Contrast Creepy McPhee and Nanny McPhee | Instructional ELA  Leveled Reading  Building Words using Creepy McPhee Vocabulary |
| **Standard** | R. CM. 07.02-- Retell through concise summarization grade-level narrative text. | 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, or provide solutions. | 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, or provide solutions. | L.7.4.d-- Verify the meaning of a word or phrase. |
| **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 finish up Type 3's, make corrections to Type 3's, finish flip books, and finish Creepy McPhee Sequencing Activity.    Allendale Trick-or-treaters coming for candy. | Students will be able to respond to Schoolwide Writing Prompt (ELA Department) by taking a position and defending the position by explaining reasons and incorporating prior knowledge. | Students will be able to view movie - Nanny McPhee.  Students will be able to compare/contrast story elements from book - Creepy McPhee and movie - Nanny McPhee through completion of Graphic Organizer. | Students will be able to view movie - Nanny McPhee.  Students will be able to compare/contrast story elements from book - Creepy McPhee and movie - Nanny McPhee through completion of Graphic Organizer. | Students will be able to work in pairs or small groups to work in teams—to identify the requested vocabulary word (from Creepy McPhee).  I will provide the definition to the vocabulary word.  Students will work in teams to "build" the correct term using letter blocks. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will communicate through writing and describing ideas through using vocabulary. | Students will read and discuss topic, then respond through writing. | Students will listen, speak, discuss, and write similarities and differences. | Students will listen, speak, discuss, and write similarities and differences. | Students will hear definition, discuss within group, and respond by building the word. |
| **I Can          C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can finish and submit all activities from Creepy McPhee. | I can respond to schoolwide writing prompt by following FCA's. | I can compare and contrast Creepy McPhee and Nanny McPhee. | I can compare and contrast Creepy McPhee and Nanny McPhee. | I can respond to oral questions by building the answers using word blocks. |
| **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**  **November 7, 2016** | **Tuesday**  **November 8, 2016** | **Wednesday**  **November 9, 2016** | **Thursday**  **November 10, 2016** | **Friday**  **November 11, 2016** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Brain In A Box  Vocabulary 12-terms  Planner Notes | Election Day  No School Students  Staff Professional Development | Instructional ELA  Leveled Reading  Brain In A Box  Making Inferences and  Predictions—  Design Cover Page | Instructional ELA  Leveled Reading  Brain In A Box  Read Ch. 1  Listen to Ch. 1 | Instructional ELA  Leveled Reading  Brain In A Box  Read Ch. 2  Listen to Ch. 2 |
| **Standard** | RL. 07.04-- Determine the meaning of words and phrases as they are used in the text. | No School  VOTE | R. IT. 06.04—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect. | R. NT. 07.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. | R. NT. 07.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. |
| **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 they relate to the Book ~ Brain In A Box.  Students will be able to make predictions and inferences based upon vocabulary and by reading the back cover of the book. | C:\Users\Christin\AppData\Local\Microsoft\Windows\INetCache\IE\83MZM0ZL\vote[1].jpg | Students will be able to respond to vocabulary by making associations to prior knowledge and previous vocabulary. Students will also design a cover for new story Brain-In-A-Box (including Title, Author, and Illustrator). | Guided Reading of Ch. 1.  Listen to CD of Ch. 1.  Students will be able to cite textual evidence through ongoing reading of  Brain-In-A-Box and be able to cite 3-facts from Ch. 1. | Guided Reading of Ch. 2.  Listen to CD of Ch. 2.  Students will be able to cite textual evidence through ongoing reading of  Brain-In-A-Box and be able to cite 3-facts from Ch. 2. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will be able to speak, listen, and discuss predictions with A/B partner. | No School | Students will participate through speaking, writing, and illustration. | Students will be able to discuss and collaborate orally within group. | Students will participate through hearing, viewing, speaking, and writing. |
| **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. | No School  VOTE | I can respond to the text by incorporating vocabulary with illustrations. | I can cite textual evidence from Ch. 1. | I can cite textual evidence from Ch. 2. |
| **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**  **November 14, 2016** | **Tuesday**  **November 15, 2016** | **Wednesday**  **November 16, 2016** | **Thursday**  **November 17, 2016** | **Friday**  **November 18, 2016** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Brain In A Box  Planner Notes  Read Ch. 3  Listen to Ch. 3 on CD | Instructional ELA  Leveled Reading  Brain In A Box  Read Ch. 4  Listen to Ch. 4 on CD | Instructional ELA  Leveled Reading  *Parent Teacher*  *Conferences*  Brain In A Box  Read Ch. 5  Listen to Ch. 5 on CD | Instructional ELA  Leveled Reading  *Parent Teacher*  *Conferences*  Brain In A Box  Read Ch. 6  Listen to Ch. 6 on CD | Instructional ELA  Leveled Reading  *Students ½ Day*  *Conferences*  Brain In A Box  Story Elements Graphic Organizer |
| **Standard** | W.6.4.-Produce clear and coherent writing in which development, organization, and style are appropriate. | 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. NT. 07.02—Analyze structure, elements, style, and purpose of Science Fiction. | R. CM. 06.01—Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses. | R. NT. 06. 03—Analyze how a text is enhanced through story elements; plot, setting, characters, theme, and plot. |
| **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 produce clear and coherent writing after reading, discussion, and listening to Ch. 3 on CD. Continue Guided Reading, discussion, note taking, and review each chapter that has been read. | Guided Reading of Ch. 4.  Listen to CD of Ch. 4.  Students will be able to cite textual evidence through ongoing reading of  Brain-In-A-Box and be able to cite 3-facts from Ch. 4. | Guided Reading of Ch. 5.  Listen to CD of Ch. 5.  Students will be able to recognize and identify elements that contribute to Brain-In-A-Box Science Fiction text. Ongoing reading of Brain-In-A-Box and cite  3-facts from Ch. 5. | Guided Reading of Ch. 6.  Listen to CD of Ch. 6.  Students will be able to connect personal knowledge, experiences, and understanding of the world through ongoing reading of  Brain-In-A-Box and cite  3-facts from Ch. 6. | Students will be able to identify key story elements of text ~ Brain-In-A-Box. Story Elements Graphic Organizer will be generated as students communicate ideas and information. Completion of Graphic Organizer to be used on Re-telling of Type 3. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will re-read, discuss, and write using organizational skills. | Students will participate through hearing, viewing, speaking, and writing. | Students will be able to discuss and collaborate orally with a partner. | Students will re-read, discuss, and make connections to Chapter 6. | Students will be able to speak and write out ideas and information. |
| **I Can C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can produce a clear and coherent writing when taking notes. | I can summarize, takes notes, and ask questions. | I can identify elements that make this story Science Fiction. | I can make connections from my personal knowledge and experiences. | I can identify how story elements can enhance a text. |
| **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**  **November 21, 2016** | **Tuesday**  **November 22, 2016** | **Wednesday**  **November 23, 2016** | **Thursday**  **November 24, 2016** | **Friday**  **November 25, 2016** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading  Brain-In-A-Box  Review and Discuss  Type-3 | Instructional ELA  Leveled Reading  Sub Plans  Ms. Terry is off  Identify Parts of the Brain | C:\Users\Christin\AppData\Local\Microsoft\Windows\INetCache\IE\83MZM0ZL\thanksgiving-event[1].jpg | | |
| **Standard** | R. CM. 07.02-- Retell through concise summarization grade-level narrative text. | W. 06.10—Write routinely over extended time frames through research, reflection, and revision. |
| **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 retell story Brain-In-A-Box by using Guided Notes, Vocabulary, and Book. Students will be able to Complete Type 3 Writing Assignment using FCA’s and provide corresponding visual to represent their re-tell. | Sub Plans  Ms. Terry is off!  Students will be able to utilize technology to research the brain. Students will identify, label, and color the 6-major parts of the brain and use color-coded system. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will communicate through writing Type 3 writing assignment. | Students will communicate understanding by reading, discussing, and writing to label the brain. |
| **I Can**  **C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can retell Brain-In-A-Box by writing a Type 3 summary. | I can write routinely by using research and identification. |
| **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**  **November 28, 2016** | **Tuesday**  **November 29, 2016** | **Wednesday**  **November 30, 2016** | **Thursday**  **December 1, 2016** | **Friday**  **December 2, 2016** |
| **Activity and**  **Writing Prompt** | Instructional ELA  Leveled Reading | Instructional ELA  Leveled Reading | Instructional ELA  Leveled Reading | Instructional ELA  Leveled Reading | Instructional ELA  Leveled Reading |
| **Standard** | 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. | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, illustrating and/or writing to reflect. | W.6.4.-Produce clear and coherent writing in which development, organization, and style are appropriate. | W. PR. 06. 04—draft flow of ideas through the arrangement of main ideas and supporting ideas using transition words and Graphic Organizer. |
| **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). | Students will speak and write to illustrate. | Students will speak and discuss claims and evidence. | Students will be able to discuss and collaborate orally with a partner. | Students will re-read, discuss, and write using organizational skills. | Students will participate through hearing, viewing, speaking, and writing. |
| **I Can C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can respond to the text when listened to or viewed. | I can support claims with reasons and evidence. | I can respond to text by finding evidence, discussing, and illustrating. | I can produce clear and coherent writing. | I can draft the flow of ideas through main ideas and 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. | | | | |