Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **October 3, 2016** | **Tuesday**  **October 4, 2016** | **Wednesday**  **October 5, 2016** | **Thursday**  **October 6, 2016** | **Friday**  **October 7, 2016** |
| **Activity and**  **Word-of-the-day** | Instructional ELA  Making Predictions  Introduce New Vocab. Planner Notes.  design | Instructional ELA  Leveled Reading  Creepy McPhee  Making Inferences  constant | Instructional ELA  Leveled Reading  Creepy McPhee  Making Connections  visible | Instructional ELA  Leveled Reading  Creepy McPhee  Annotate the Text  yield | Instructional ELA  Leveled Reading  Creepy McPhee  Cornell Note Taking  factors |
| **Standard** | RL. 07.04-- Determine the meaning of words and phrases as they are used in the text. | R. NT. 06.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. | R.I.T.07.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to make connections. | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect. | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and illustrating and/or writing to reflect. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to learn and understand new vocabulary as it relates to the Book ~ Creepy McPhee and make predictions based upon this vocabulary. | Students will be able to use word clues and information, as it relates to Creepy McPhee, to draw inferences. Logic and common knowledge will be used to base these assumptions and/or inferences. | Students will be able to identify with information provided by the text in order to make connections; text- to- text, text- to-self, and text-to-world.  Chapter 1 | Students will be able to locate information from Creepy McPhee and use this information to take notes (using a copied page from the text) by annotating the text.  Chapter 2 | Students will be able to locate information from Creepy McPhee and use this information to take notes on Graphic Organizer – Cornell Note Taking.  Review Chapter 1-2x df |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will be able to speak, listen, and discuss predictions with a partner. | Students will be able to discuss and collaborate orally with a partner and group. | Students will be able to discuss and collaborate orally with a partner. | Students will be able to discuss and collaborate orally with a partner. | Students will be able to discuss and collaborate orally with a partner. |
| **I Can**  **C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can determine the meaning of words and phrases as they are used in the text. | I can draw inferences based on the text evidence. | I can respond to the text by making connections. | I can respond to the text by using annotation. | I can respond to text by taking notes.  . |
| **Accommodations** | The Special Education Department Co-teaches with Core Classroom Teachers throughout the student’s daily schedule. Additional Accommodations and Modifications will be provided and adjusted per students individual IEP (Individualized Education Plan). Modifications/Supports can include but not limited to the following; modeling, examples, guided support, differentiated instruction, small group administration, preferential seating, having tests/quizzes/assignments read to student, focus on content vocabulary, assignment reduction, fewer answer choices, hands-on activities, center based learning, project based learning, cooperative learning opportunities, small grouping, shoulder partners, re-direction, repeat and/or rephrase directions, extended time, the use of technological aids, visual aids, the use of charts, graphs, KWL, Word Bank, T-chart, Venn Diagram, Activate Prior Knowledge, Making Connections, Webs, guided notes/providing teachers notes, scribe, 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 Board, and visual clues. Timer used for some students with Behavior Plans. | | | | |

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|  | **Monday**  **October 10, 2016** | **Tuesday**  **October 11, 2016** | **Wednesday**  **October 12, 2016** | **Thursday**  **October 13, 2016** | **Friday**  **October 14, 2016** |
| **Activity and**  **Word-of-the-day** | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  data | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  and note taking  conclusion | Instructional ELA  Leveled Reading  Creepy McPhee  Visualization  Guided Reading  evidence | Instructional ELA  Leveled Reading  Creepy McPhee  Sequencing  analysis | Instructional ELA  Leveled Reading  Creepy McPhee  Transition words  evaluation |
| **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, and 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.  Chapter 7 |
| **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 *Creepy* *McPhee* when working in groups, searching for text evidence, and drawing an illustration of each chapter by using the book to look back. Chapter 3. Guided Notes. | Student will be able to  Support claims using clear reasons and evidence directly from the text. Continue Guided Reading, discussion, note taking, and review each chapter. Chapter 4. Guided Notes. | Students will be able to locate information from Creepy McPhee and use this information to take notes on Graphic Organizer – Cornell Note Taking. Chapter 5. Guided Notes. | Students will be able to sequence the events (place-in-order the events took place directly from the book).  Continue Guided Reading, discussion, note taking, and review each chapter that has been read. Chapter 6. | Students will be able to describe events of Creepy McPhee using complete sentences and including transition words. Students will use 3-5 five events using/including transition words. Oral and written examples will be reviewed. |
| **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 by discussing, illustrating, or writing. | I can support claims using clear reasons and relevant evidence. | I can respond to text by taking notes. | I can produce a clean and coherent writing piece using organization. | I can describe 3-5 events in an organized arrangement by using transition words. |
| **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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Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **October 17, 2016** | **Tuesday**  **October 18, 2016**  **2-hour Staff Meeting** | **Wednesday**  **October 19, 2016** | **Thursday**  **October 20, 2016** | **Friday**  **October 21, 2016** |
| **Activity and**  **Word-of-the-day** | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading and Story Elements. area | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  unit | Instructional ELA  Leveled Reading  Creepy McPhee  Story Elements  estimate | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  equation | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  symbol |
| **Standard** | RL.6.5-Analyze overall structure of text and development of elements. | R. NT. 07.05—Cite Textual Evidence to support analysis of what the text says, as well as, draw inferences. | R. NT. 06. 03—Analyze how a text is enhanced through story elements; plot, setting, characters, theme, and plot. | R. CM. 07.02—Retell through concise summarization glade-level narrative text. | R. IT. 06.04—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, preview, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to communicate story elements through the use of Story Elements Graphic Organizer. Students will have the opportunity to work with a partner or small group.  Chapter 8 | Students will be able to cite textual evidence through ongoing reading of  Creepy McPhee  Chapter Review 1-8  Review Characters, Theme, Plot, Rising Action, and Falling Action. | Students will be able to identify key story elements of text ~ Creepy McPhee. A Graphic Organizer will be generated as students communicate ideas and information. Complete Graphic Organizer. | Students will be able to retell Creepy McPhee through concise summarization using a Flip Book.  Students will have the opportunity to collaborate with a partner and/or small groups. | Presentations!  Students will be able to present a presentation of Creepy McPhee using Graphic Organizer and Flip Book. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will write in correct responses into the Story Elements Graphic Organizer. | Students will be able to discuss and collaborate orally within group. | Students will be able to speak and write out ideas and information. | Students will speak, discuss, and write using Type 2 Graphic Organizer. | Students will participate through speaking, writing, and demonstration. |
| **I Can**  **C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | I can analyze the structure of a text and the development of elements. | I can cite textual evidence. | I can identify how story elements can enhance a text. | I can retell Narrative ~ Creepy McPhee. | I can respond to the text by finding evidence. |
| **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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Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **October 24, 2016**  **(Moved from Friday)** | **Tuesday**  **October 25, 2016** | **Wednesday**  **October 26, 2016** | **Thursday**  **October 27, 2016**  **(Type 3 – Homework)** | **Friday**  **October 28, 2016**  **Halloween Dance**  **Ms. Terry ~ PD @ CO** |
| **Activity and**  **Daily Writing Prompt** | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  Daily Writing Prompt | Instructional ELA  Leveled Reading  Creepy McPhee  Type 3  Daily Writing Prompt | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  Daily Writing Prompt | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  Daily Writing Prompt | Instructional ELA  Leveled Reading  Creepy McPhee  Guided Reading  Daily Writing Prompt |
| **Standard** | R. IT. 06.04—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect. | R. NT. 06. 03—Analyze how a text is enhanced through story elements; plot, setting, characters, theme, and plot. | R. IT. 06.04—Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect. | L. PR. 06-08.05—Respond to multiple text types when listened to, viewed, or read in order to compare and contrast. | Sub Plans  Crossword Puzzle using vocabulary from Creepy McPhee. Finish Sequencing posters from Thursday. |
| **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). | Presentations!  Students will be able to present a presentation of Creepy McPhee using Graphic Organizer and Flip Book. | Students will be able to identify key story elements of text ~ Creepy McPhee. A Graphic Organizer will be generated as students communicate ideas and information. Flip Book  Finish Presentations. | Students will be able to sequence ideas by recalling the text. Students will be able to identify 8-key events by organizing the picture clues and matching them up with the corresponding event. | Students will be able to respond to the text using Guided Notes, Vocabulary, and text—Creepy McPhee. Students will continue sequencing and completing vocabulary crossword puzzle to clarify understanding. | Sub Plans  Crossword Puzzle using vocabulary from Creepy McPhee. Finish Sequencing posters from Thursday. |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Students will participate through speaking, writing, and demonstration. | Students will be able to speak and write out ideas and information | Students will be able to discuss and collaborate orally within group. | Students will be able to read, discuss, and write out information. | Students will be able to discuss and collaborate orally within group. |
| **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 by finding evidence. | I can identify how story elements can enhance a text. | I can respond to the text by finding evidence and sequencing ideas. | I can discuss and illustrate by writing in order to compare and contrast. | I can match vocabulary terms with the correct definition. |
| **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**  **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. | | | | |