Ms. Christin Terry ELA and Special Education

Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **September 5, 2016** | **Tuesday**  **September 6, 2016** | **Wednesday**  **September 7, 2016** | **Thursday**  **September 8, 2016** | **Friday**  **September 9, 2016** |
| **Activity** | Labor Day  No School | Schedules  Lockers  Building Tour  1st Day Activities | Cardinal- 101 | Cardinal- 101 | Cardinal- 101 |
| **Standard** | Labor Day  No School | Schedules  Lockers  Building Tour  1st Day Activities | Cardinal- 101 | Cardinal- 101 | Cardinal- 101 |
| **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). | Labor Day  No School | Schedules  Lockers  Building Tour  1st Day Activities  2-hour  Early Release | Cardinal- 101 | Cardinal- 101 | Cardinal- 101 |
| **Language Objective**  (Read, Write, Hear, Speak, Discuss, and Debate). | Labor Day  No School | Schedules  Lockers  Building Tour  1st Day Activities | Cardinal- 101 | Cardinal- 101 | Cardinal- 101 |
| **I Can**  **C:\Users\Christin\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MXQXF9GO\marketing-target-winner-2-4677015[1].jpg** | Labor Day  No School | Schedules  Lockers  Building Tour  1st Day Activities | Cardinal- 101 | Cardinal- 101 | Cardinal- 101 |
| **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. Resource Room also available. | | | | |

Ms. Christin Terry Instructional ELA and Special Education

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| **Spirit Week** | **Monday**  **September 12, 2016**  **Eid ~ Holiday**  **Hat Day** | **Tuesday**  **September 13, 2016**  **Superhero Day** | **Wednesday**  **September 14, 2016**  **Open House**  **Mismatch Day** | **Thursday**  **September 15, 2016**  **Briana’s Birthday**  **College Shirt Day** | **Friday**  **September 16, 2016**  **MHS Homecoming**  **Melvindale Spirit Day** |
| **Activity** | Instructional ELA  Interactive Notebook -  Set up and decorate.  All About Me Activity | Instructional ELA  Preview 13-Artists Book  PBIS—School Spirit | Instructional ELA  Interactive Notebook  Story Elements  Concept Map | NWEA  ELA District Assessment  Day 1 | NWEA  ELA District Assessment  Day 2 |
| **Standard** | W. GN. 06.02.—Write a personal narrative that includes organizational patterns that support key ideas. | R.I.T.06.04 - Respond to individual text by finding evidence, discussing, and 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. | 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. | 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, preview, generate ideas, re-tell, re-call, respond, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to write a personal narrative that includes organized information about them, “All About Me,” to display at Open House for family members. | Students will be able to preview Book ~ 13 Artists Children Should Know. Students will be able to locate the Author, Table of Contents, and Glossary, review time line at the top of each page, and locate Artists information. | Students will be able to identify key story elements of a given text, including—plot, setting, characters, theme, and plot. Concept Map will be generated as students communicate ideas and information. |
| **Language Objective**  (Read, Write, Hear, View, Speak, Discuss, and Debate). | Students will be able to present orally by introducing elements about themselves. | Students will be able to discuss and collaborate orally with a partner. | 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 write a personal narrative about myself. | I can respond to text –  13 Artists by locating evidence. | I can identify how story elements can enhance a text. | NWEA  ELA District Assessment  Day 1 | NWEA  ELA District Assessment  Day 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, 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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Lesson Plans 7th—and 8th Grade

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|  | **Monday**  **September 19, 2016**  **Constitution Day** | **Tuesday**  **September 20, 2016**  **2-hour Staff Meeting** | **Wednesday**  **September 21, 2016** | **Thursday**  **September 22, 2016** | **Friday**  **September 23, 2016** |
| **Activity** | Instructional ELA  Constitution Day Lesson  Interactive Notebook  3rd hour—NWEA Assessment | Instructional ELA  Interactive Notebook  3rd hour—NWEA  Hands-on Synonym Lesson and Activity. | Instructional ELA  Interactive Notebook  Hands-on Antonym Lesson and Activity. | Instructional ELA  Interactive Notebook  Incorporate Synonym and Antonym Learning Activities. | Instructional ELA  Interactive Notebook  Reading Genres  Concept Map  Buddy Read |
| **Standard** | RL.7.4—Determine the meaning of specific words and phrases. | L.7.5.b—Use the relationship between particular words using synonyms. | L.7.5.b—Use the relationship between particular words using antonyms. | L.7.5.b—Use the relationship between particular words using synonyms and antonyms. | R. NT. 08. 02—Analyze the structure, elements, style, and purpose of narrative genres. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, respond, preview, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain, identify). | Students will be able to analyze the United States Constitution and determine the meaning of specific words and phrases.  Think- Pair- Share | Students will be able to make connections using words that mean the same thing or that is very similar in meaning. Students will respond by matching up the words with similar meaning. | Students will be able to use word clues to identify the differences between words and understand that antonyms are opposite in meaning. Students will respond by locating antonyms. | Students will be able to use prior knowledge and word clues to recall information from synonym and antonym activities. Students will self-assess understanding by thumbs up/side/down. | Students will analyze different genres and understand that a genre is a book category defined by style, content, and form. Partner read and discuss common types of reading genres and identify examples. |
| **Language Objective**  (Read, Write, Hear, Speak, View, Discuss, and Debate). | Students will be able to speak, listen, and discuss with a partner. | Students will be able to read and discuss word relationships. | Students will be able to discuss and debate using turn-and-talk. | Students will be able to orally provide 3-examples and write them. | Students will be able to partner read and verbally respond. |
| **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 U. S. Constitution. | I can explain how synonyms mean the same. | I can explain how antonyms are different or opposite. | I can determine the difference between a synonym and antonym. | I can analyze structure, elements, and style of narrative genres. |
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|  | **Monday**  **September 26, 2016** | **Tuesday**  **September 27, 2016** | **Wednesday**  **September 28, 2016** | **Thursday**  **September 29, 2016** | **Friday**  **September 30, 2016** |
| **Activity** | Instructional ELA  Interactive Notebook  Homographs | Instructional ELA  Interactive Notebook  Contractions  Partner Activity | Instructional ELA  Interactive Notebook  Parts-of-Speech  Gallery Walk & KWL | Instructional ELA  Interactive Notebook  Parts-of-Speech Classifying Grammar | Instructional ELA  Interactive Notebook  Transition Words |
| **Standard** | R.WS.07.02- R. WS. 08.02  Use structural, syntactic, and semantic analysis to recognize words with multiple meanings. | W. GR. 06.01—In the context of writing, correctly use style conventions and a variety of grammatical structures. | W. PS. 06.01—Exhibit personal style and voice to enhance written message in informational writing. | W. GR. 07.01—In the context of writing, correctly use style conventions (adjectives, adverbs, and pronouns). | W. PR. 06. 04—draft flow of ideas through the arrangement of main ideas and supporting ideas using transitions. |
| **Content Objective**  (Analyze text, revise, communicate, make connections, use word clues, explain, generate ideas, re-tell, re-call, respond, preview, story elements, making inferences, cite evidence, prior knowledge, comprehension, explain). | Students will be able to read two word clues and identify the correct word that fits (applies) to both word clues. Students will be able to make connections to words that have more than one meaning. | Students will be able to correctly identify contractions, communicate the use of an apostrophe, and determine which letters need to removed from the complete words to create a contraction. | Students will be able to participate in a gallery walk to explain their knowledge of parts-of-speech and provide examples. A KWL will further allow students to self- assess their knowledge and review their responses. | Students will be able to classify nouns, verbs, adjectives, contractions, and interjections by working in groups to complete this fun tombstone activity. Students will self- assess  Understanding by reviewing answers whole group. | Students will be able to describe directions they travel each day to get to school. Walkers, Bussers, and Riders will identify these directions using five or more steps using/including transition words. Oral and written examples will be reviewed. |
| **Language Objective**  (Read, Write, Hear, Speak, View, Discuss, and Debate). | Students will write in correct responses into the word puzzle -homographs | Students will hear, view, and discuss the use of contractions. | Students will write in their KWL to assess their own understanding. | Students will speak, discuss, and write using “Ghostly” Graphic Org. | 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 identify words that have multiple meanings. | I can take two words and make a contraction by taking away letters and adding an apostrophe. | I can display my personal style when using parts-of-speech in context. | I can correctly use conventions of the English Language. | I can draft ideas, in an organized arrangement, using transition words. |
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