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| John Green Reading 8th grade | Mon. 1/15/18 | Tues. 1/16/18 | Wed. 1/17/18 | Thur. 1/18/18 | Fri. 1/19/18 |
| Essential Question |  | Why is it important to make to use proper reading strategies when answering questions? | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target |  | I will use proper reading strategies to answer questions more accurately. | I will be able to develop a theme and continue to analyze the characters as they evolve. | I will analyze and answer questions to the best of my abilities for my individual reading assignments. |  I will do my best on my monitoring activities. |
| Bell-ringer |  | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. | The Mighty will be read and comments made for bell ringers. |
| KCAS Standard orCC# & DOK Level(full text)  |  | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence.  | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence.  | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence.  | RL. 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence.  |
| Instructional Strategy/Activity |  | Students will work on Reading plus or Read theory. | Students will do their Read 180 assignments in a small group. Two students will do an assignment in the Adapted Reader book called “The Dog of Pompeii” written by Louis Untermeyer. They will first do research on the basic history of Pompeii to gain some background knowledge. These two students have already done the Read 180 workbook assignments in other years. | “Watson’s Go to Birmingham” will be continued to be read as a whole group with teacher and student reading aloud and corresponding activities using the interactive notebook being done as a class. Two students will be working as a separate group on reading a separate short story their literature book. They have already read the Watson’s book before. They will do the corresponding activities in the book. The teacher will rotate between the two groups checking on progress, comprehension, and asking questions. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments | Teacher will check progress on written assignments in the workbook. | Student work will be analyzed on an individual basis. | Teacher observation. | Interactive notebook |  |
| Critical vocabulary | Destruction, major, prevent, recovery, severe. | Varied depending on their reading passages. | Animated, prescription, scene |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |   |  |  |  |  |