|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| John Green Reading 8th grade | Mon. 10/23/17 | Tues. 10/24/17 | Wed. 10/25/17 | Thur. 10/26/17 | Fri. 10/27/17 |
| Essential Question | 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 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 be able to develop a theme and continue to analyze the characters as they evolve. | 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 ability on my 12 minute read. | I will analyze and answer questions to the best of my ability on my 12 minute read. |  I will do my best on my monitoring activities. |
| Bell-ringer | Students will listen while Among book is read and write a comment on the text. | Students will listen while Among book is read and write a comment on the text. | Students will listen while Among book is read and write a comment on the text. | Students will listen while Among book is read and write a comment on the text. | Students will listen while Among book is read and write a comment on the text. |
| KCAS Standard orCC# & DOK Level(full text)  | Students will listen while Among book is read and write a comment on the text. | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence.  | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence.  | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence.  | RL.6.4 Determine the meaning of words and phrases as they are used in a text. RL.6.5 Analyze how a particular sentence etc fits into the overall structure of a text and help develop the story. RL.7.4 and 8.4 Determine the meaning of words and phrases and how they are used in the text. RL.7.1 and 8.1Cite pieces of textual evidence.  |
| Instructional Strategy/Activity | “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. Three 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. | “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. Three 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. | Students will do the assigned 12 minute read. These are from the Google document shared by Ms. Bush. Students will use headphones so the article can be read to them. As they finish they go to Reading Theory. Students that are in other classes that have already completed their 12 minute reads will work on their assignment from their literature book. | Students will do the assigned 12 minute read. These are from the Google document shared by Ms. Bush. Students will use headphones so the article can be read to them. As they finish they go to Reading Theory. Students that are in other classes that have already completed their 12 minute reads will work on their assignment from their literature book. | Monitoring activities will be done, taking most of the period. |
|  |  |  |  |  |  |
| Formative Assessments | Interactive notebook | Interactive notebook |  | Various questions related to their assignment. |  |
| Critical vocabulary | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate |  |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |   |  | 12 minute read questions. | 12 minute read questions. |  |