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| John Green Reading 8th grade | Mon. 11/20/17 | Tues. 11/21/17 | Wed. 11/22/17 | Thur. 11/23/17 | Fri. 11/24/17 |
| Essential Question | Why is it important to make connections to what I read? | Why is it important to do my best on my monitoring activities? | No school | No school | No school |
| Daily Learning Target | I will be able to develop a theme and continue to analyze the characters as they evolve. | 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. |  |  |  |
| KCAS Standard or  CC# & DOK Level  (full 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. |  |  |  |
| 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. |  |  |  |  |
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| Formative Assessments | Interactive notebook |  |  |  |  |
| Critical vocabulary | Accent, ban, conk, disgust, execute, grind, gigantic, mercy, mourning, peon, tolerate |  |  |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |  |  |  |  |  |