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| John Green Reading 8th grade | Mon. 2/12/18 | Tues. 2/13/18 | Wed. 2/14/18 | Thur. 2/15/18 | Fri. 2/16/18 |
| Essential Question | Why is it important to make connections to what I read? | 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 analyze the theme and purpose of my poem assignment. | I will analyze the theme and purpose of my poem assignment. | 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. | The Mighty will be read and comments made for bell ringers. |
| KCAS Standard or  CC# & DOK Level  (full text) | RL. 8.10 Read and comprehend poems.. Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence. RL.8.2 Determine the theme and central idea of a text. | RL. 8.10 Read and comprehend poems.. Determine the meaning of words and phrases and how they are used in the text. RL.8.1Cite pieces of textual evidence. RL.8.2 Determine the theme and central idea of a 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. |
| Instructional Strategy/Activity | We will start our analyzation of three poems. The poems will be read as a whole class and be told to concentrate on the theme, details of the poem, and terms they are not familiar with. The students will then be split into groups and will log into Google Drive for their assignment and copies of the poems. | Students will continue their poem analyzation assignments. | Students will share their final analysis of the poem assignment. | “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 | Groups checked for progress. | Student work will be analyzed on an individual basis. | Teacher observation. | Interactive notebook |  |
| Critical vocabulary | Various depending on what they chooses from their poems. | Varied depending on their reading passages. | Animated, prescription, scene |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |  |  |  |  |  |