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| John Green Reading 8th grade | Mon. 3/12/18 | Tues. 3/13/18 | Wed. 3/14/18 | Thur. 3/15/18 | Fri. 3/16/18 |
| Essential Question | Why is it important to do my best on my on line reading assignments? | 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 on line reading assignments? | Why is it important to do my best on my monitoring activities? |
| Daily Learning Target | I will do my best on my on line reading assignments. | 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 do my best on my on line reading assignments. | I will do my best on my monitoring activities. |
| Bell-ringer | Write one piece of information you learned from Friday’s assignment. | Class book will be read and comments made for bell ringer. | Class book will be read and comments made for bell ringer. | Class book will be read and comments made for bell ringer. | Class book will be read and comments made for bell ringer. |
| KCAS Standard or  CC# & 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. | 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 | Teacher will be on field trip. Students will be in Ms. Korby’s class and will finish Readworks assignment from Friday and an additional assignment. When finished they will independently read. | “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. | “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. | Students log onto Reading plus and do their individual reading assignments. Teacher will pull students to read with one on one. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments | Teacher observation. | Teacher observation. | Teacher observation. | Teacher observation. |  |
| Critical vocabulary | Various words from student’s individual assignments. |  |  |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |  |  |  |  |  |