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| John Green Reading 8th grade | Mon. 2/26/18 | Tues. 2/27/18 | Wed. 2/28/18 | Thur. 3/1/18 | Fri. 3/2/18 |
| Essential Question | No school | Why is it important to make connections to what I read? | Why is it important to make connections to what I read? | What are some themes for the Watsons Go to Birmingham? | 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 identify themes for our book. |  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. | What does theme mean? | 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 share their final analysis of the poem assignment. After this “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. | We have completed our book, The Watsons Go to Birmingham. We will discuss various themes for the book using the Interactive Notebook and do other activities associated with the notebook as a final review of the book. | Monitoring activities will be done, taking most of the period. |
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| Formative Assessments |  | Teacher observation. | Teacher observation. | Interactive notebook |  |
| Critical vocabulary |  |  |  |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |   |  |  |  |  |