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| John Green Reading 8th grade | Mon. 3/18/18 | Tues. 3/19/18 | Wed. 3/20/18 | Thur. 3/22/18 | Fri. 3/23/18 |
| 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 relate and compare details from a movie and book about the same story? | Why is it important to do my best on my on line reading assignments? |
| Daily Learning Target | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. | I will use my recall strategies and inference skills to answer questions. |  I will do my best on my on line reading assignments. |
| Bell-ringer | Daniel will be read and comments made for bell ringer. | Daniel will be read and comments made for bell ringer. | Daniel will be read and comments made for bell ringer. | Daniel will be read and comments made for bell ringer. | Class book will be read and comments made for bell ringer. |
| 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.  | 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 | “Watsons Go to Birmingham” will be finished reading as a class and ending activities started. | Ending activities will be continued concerning the Watsons book. These include developing a theme, figurative language, vocabulary, and types of conflict. | Ending activities will be concluded and quiz over the end of other book given. If time allows the movie will be shown in which students will compare and contrast it with the book. | Students will either continue or start watching the movie for the Watsons and work on an assignment comparing and contrasting it with the book. | Students log onto Reading plus and do their individual reading assignments. Teacher will pull students to read with one on one. |
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| Formative Assessments | Teacher observation. | Teacher observation. | Teacher observation. | Teacher observation. |  |
| Critical vocabulary | Amend, boycott, cooperate, entrée, pervasive, provoke, segregation, scold, wily | Amend, boycott, cooperate, entrée, pervasive, provoke, segregation, scold, wily | Amend, boycott, cooperate, entrée, pervasive, provoke, segregation, scold, wily |  | Various words from student’s individual monitoring assignments. |
| Summative Assessments |   |  | Ending quiz on Watsons book. |  |  |