

JMS Lesson Plan

Teacher	Glenda Cagle	Subject:	ELA
Date:	Beginning: 8/7/17	Ending: 8/11/17	Grades:
Standard(s):	ELAGSE6RL1, ELAGSE6RL2, ELAGSERL3, ELAGSE6RL4, ELAGSE6RL9, ELAGSE6RI1, ELAGSE6RI3, ELAGSE6RI4, ELAGSE6RI6, ELAGSE6RI7, ELAGSE6W2, ELAGSE6W3, ELAGSE6W4,		
<i>I Can . . .</i>	<p>I can analyze and explore the theme of triumph over imperfection, shame, and/or loss.</p> <p>I can cite textual evidence</p> <p>I can determine the theme or central idea of a text</p> <p>I can provide an objective summary</p> <p>I can explain how a plot unfolds and how it impacts the characters</p> <p>I can compare and contrast text from different genres</p> <p>I can explain how a key idea is introduced, illustrated and elaborated</p> <p>I can determine or clarify the meaning of words or phrases</p> <p>I can determine the author's point of view</p> <p>I can integrate information from different sources</p> <p>I can produce informational writing</p> <p>I can produce narrative writing</p> <p>I can produce clear and coherent writing for appropriate audiences</p>		
This Week:	<p>Monday - Daily Grammar Practice (DGP) Reading: "What's in a Name?" Writing: Finished Narrative on "Who Am I?"</p> <p>Tuesday - Daily Grammar Practice (DGP) Reading: Finish reading "What's in a Name?" Writing: Double Journal Entry on "What's in a Name?" Media Center Introduction: 2:10-2:40</p> <p>Wednesday - Daily Grammar Practice (DGP) Reading/Writing: Continue/Finish Tuesday's Lesson Introduce "Love that Dog"</p>		

	Thursday - Daily Grammar Practice (DGP) SRI: Benchmark Friday - Daily Grammar Practice (DGP) , USATestPrep Pretest		
DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	<ul style="list-style-type: none"> Review parts of speech 	<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	<ul style="list-style-type: none"> Teacher directed interactive read aloud using the novel entitled <i>Love That Dog</i> Think aloud strategies: use these strategies to help students with reading comprehension. 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other -
3	<ul style="list-style-type: none"> Students will use the double entry journaling strategy with a partner or in small groups to dig deeper into the novel content as they read with little or no teacher guidance using the book entitled <i>Love That Dog</i> 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Jigsaw & Performance Task

<p style="text-align: center;">4</p>		<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input checked="" type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other - Performance Task
<p>Summarizing Activity:</p>	<ul style="list-style-type: none"> • Question & Answer Session led by the Teacher • Small Group discussions • Constructed Response Questions • Double Entry Journaling 		
<p>Resources</p>	<ul style="list-style-type: none"> • <i>Love that Dog</i> by: Sharon Creech • Power Words poem • http://www.scholastic.com/teachers/lesson-plan/love-dog-discussion-guide • http://homepage.usask.ca/~dul381/common/dejlevel40.html 		