

**Mrs. Roderick's Lesson Plans for Week of 10/17/16 to 10/21/16**

**KCCRS: RL8.1, 8.2, 8.3, 8.4, 8.9, 8.10; RI8.1-8.4, 8.6, 8.9-8.10; W8.2, 8.4, 8.9,8.10; L.8.1, 8.2, 8.4, 8.5, 8.6**

**Mrs. Roderick's lesson plans for Monday 10/17/16**

**No School – Teacher In-Service**

**Mrs. Roderick's lesson plans for Tuesday 10/18/16**

**Advisement**

- Announcements/Attendance/Lunch Count
- Study Hall/Grade check/Progress Monitoring

**Periods 3-6 – 8<sup>th</sup> LA**

- Attendance
- DUE: M&M activity
- Journal: Poetry practice – practice the 5 steps as a group; begin selecting poems
- Go over last week's vocabulary
- Practice preposition jingles
- Grammar Monday Lesson:
- Entrance ticket
- Introduce adverbs, conjunctions, interjections
- Practice
- Assignment: Worksheet #22 and on the back create 3 sentences including conjunctions and interjections in each. (due Wednesday)

**Period 7 – Making Gains**

- Attendance
- Small group reading

**Mrs. Roderick's lesson plans for Wednesday 10/19/16**

**Periods 3-6 – 8<sup>th</sup> LA**

- Attendance
- Library checkout
- Due: Worksheet #22
- Practice preposition jingles
- Explain the plan for "The Secret Life of Walter Mitty"
- Do Step 1 of the lesson plan:

**1. FIRST READ (Key Ideas and Details)**

Students read text

- Prior to the lesson, students will be organized into small, heterogeneous groups.
- Teacher will begin by reminding the students that we have been reading short stories about secrets. Students and teacher will engage in a review discussion to identify the secrets we have witnessed in each of the 3 short stories we have read.
- Teacher will instruct students to read the short story, "The Secret Life of Walter Mitty", individually.
- Teacher will remind students to circle unfamiliar/difficult words, underline in pencil confusing portions of the text, and place stars next to important/interesting ideas. Teacher will also encourage the students to make notations in the margins stating why that part of the text was confusing.
- Think-Pair-Share to check understanding
- After reading the story, students will share their notations with their small group members using the Think-Pair-Share structure.
- No homework

**Period 7 – Making Gains**

- Attendance
- Mrs. Parrott – fluency, etc.
- Mrs. Roderick – word analysis: Lesson 4A
- I-station

## Mrs. Roderick's lesson plans for Thursday 10/20/16

### Advisement

- Announcements/Attendance/Lunch Count
- Lion's Quest: Unit 2, Lesson 3

### Periods 3-6 – 8<sup>th</sup> LA

- Announcements/Attendance
- Due: X
- Journal: complete vocabulary 31-35 (Due Friday)
- Practice preposition jingles
- Finish the Think-Pair-Share activity from step one if needed
- Complete Step 2 of the lesson plan:

#### 2. SECOND READ (Craft and Structure)

- Reread story focusing on text dependent questions #1 and #2.
- Students will complete assigned task provided in question #1.
- Discuss in small and whole group
- On a separate sheet of notebook paper, students will answer question #2.
- Students will use a blue marker to underline evidence to support the answer to question #2.
- Students will share their answer and evidence with their small group members using the Write-Round Robin structure.

### Period 7 – Making Gains

- Attendance
- Mrs. Parrott – fluency, etc.
- Mrs. Roderick – word analysis: Lesson 4A
- I-station

## Mrs. Roderick's lesson plans for Friday 10/21/16

### Advisement

- Announcements/Attendance/Lunch Count
- Speaker: B. Dooley (mechanic)

### Periods 3-6 – 8<sup>th</sup> LA

- Attendance
- Due: vocabulary
- Journal: practice similes and metaphors
- Finish Write-Round-Robin from Step 2 if needed
- Complete Step 3 of the lesson plans:

#### 3. THIRD READ (Integration of Knowledge and Ideas)

- Reread short story focusing on text dependent question
- Students use pencils, post-it, or highlighters to mark text  
Portions of text that will aid in citing text based evidence
- Discuss in small and whole group
- Journaling with text dependent question
- Students will use a T-chart to answer question #3.
- Students will share their findings with their small group members using the Write-Round Robin structure.

### Period 7 – Making Gains

- Attendance
- I-station