# Glenview Middle School Lesson Plans 2013-2014

**Teacher:** Cate Thompson  
**Subject:** ELA, M, W SC, and SS  
**Grade Level:** 6, 7, and 8

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Target *</th>
<th>Daily Essential Question ** (and sub-related high level questions to guide discussion).</th>
<th>Agenda (Differentiated Instructional Strategies / Formative and Summative Assessments) *** Highlight any AVID strategies. (W=writing, I=inquiry, C=collaboration, O=organization, R=reading) Underline Technology connections where students are ENGAGED using the device(s)!!</th>
<th>TITLE of Lesson</th>
</tr>
</thead>
</table>
| M—1.13 th B-Day | | | | **1.** ELA: Group A SRA Lesson 53 Part 1 , Group B Compass Lesson (Library Day)  
**2.** Math: Group A Lesson 88 M2, Group B Lesson 88 M3/Reflex Session  
Math Standards [\Standards\CCSSI_MathStandards.pdf](\Standards\CCSSI_MathStandards.pdf)  
**3.** Writing: Journal Entry/  
Page 40 Grammar/Special Pronoun Problems (Who, Whom) and (We, Us).  
**4.** Science:  
Classify organisms into major groups  
Vertebrates  
Link to Science Standards [\Standards\sciencestandardsnov182005_001 (1).pdf](\Standards\sciencestandardsnov182005_001 (1).pdf)  
**5.** Social Studies: The Industrial Revolution  
**6.** Link to Social Studies Standards [\Standards\Social Studies Standards.pdf](\Standards\Social Studies Standards.pdf) |

- **Reading Standards:** Foundational Skills  
  Phonics and Word Recognition  
  Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  
  - **RF.4.4.a**  
  - Reading Standards: Foundational Skills/Fluency RF 5.4 (a-c)  
  - Read with sufficient accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.  
  - Read with sufficient accuracy and fluency to support comprehension:  
    a. Read on-level text with purpose and understanding.  
    b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary  
  - **Math Operations and Algebraic Thinking 3.OA**  
  - Represent and solve problems involving multiplication and division.  
  - **4.MD** Represent and interpret data  
  - **Science Standards**  
  - 4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.  
  - **Social Studies Standards**  
  - 5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.  
  - **Who Put That Hair in My Toothbrush** by Jerry Spinelli.  
  - The essential questions for this week are developed from the content from the book  
  - Each essential question is tied to each lesson taught in each core content area throughout the day and is referred to and discussed throughout the entire instructional day to promote cohesiveness in the class in developing the use of appropriate social/life skills and mastery of the behavioral objectives.  
  - **EQ:** What is Greg’s one major goal in life right now?  
  - **Social/Life Skill:** Dealing with Sibling Rivalry  
  - **Behavioral Objective:** The students will learn that everyone with siblings may have to deal with sibling rivalry at some point. They will learn ways to deal with sibling rivalry both in and outside school and home.  
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  - **5/5 Desktop Computers Working**  
  - **10 iPads – No Air Watch**  
  - **Teacher Notes/Observations:**  
  - **Below**
EQ: Why did Megin’s coach make her run laps?

Social/Life Skill: Dealing with Sibling Rivalry

Behavioral Objective: The students will learn that everyone with siblings may have to deal with sibling rivalry at some point. They will learn ways to deal with sibling rivalry both in and outside school and home.

The essential questions for this week are developed from the content from the book Who Put That Hair in My Toothbrush by Jerry Spinelli.

Each essential question is tied to each lesson taught in each core content area throughout the day and is referred to and discussed throughout the entire instructional day to promote cohesiveness in the class in developing the use of appropriate social/life skills and mastery of the behavioral objectives.

Cool Websites to share with teachers/parents...

http://scety.pbslearningmedia.org
There is now a board builder under builder tools in discovery education.
http://infuselearning.com/
Does not work in internet exp. Free student response system similar to the clickers.
**Reading Standards:** Foundational Skills/Fluency RF 5.4 (a-c)
- Read on-level text with purpose and understanding.
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**Operations and Algebraic Thinking 3.OA**
- Represent and solve problems involving multiplication and division.
- 4.MD Represent and interpret data

**Science Standards**
- 4-2.1 Classify organisms into major groups (including plants or animals, flowering or nonflowering plants, and vertebrates [fish, amphibians, reptiles, birds, and mammals] or invertebrates) according to their physical characteristics.

**Social Studies Standards**
- 5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone.

**EQ:** What does Sue Ann think about the new girl from California?

**Social/Life Skill:** Dealing with Sibling Rivalry

**Behavioral Objective:** The students will learn that everyone with siblings may have to deal with sibling rivalry at some point. They will learn ways to deal with sibling rivalry both in and outside school and home.

The essential questions for this week are developed from the content from the book *Who Put That Hair in My Toothbrush* by Jerry Spinelli.

Each essential question is tied to each lesson taught in each core content area throughout the day and is referred to and discussed throughout the entire instructional day to promote cohesiveness in the class in developing the use of appropriate social/life skills and mastery of the behavioral objectives.

**Teacher Notes/Observations:**

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<tr>
<th>Th – 16th A-Day</th>
<th>RF.4.3.a</th>
<th>Reading Standards: Foundational Skills Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</th>
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</tr>
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**Teacher Notes/Observations:**

1. ELA: Group B SRA Lesson 58 Part 1, Group A Compass Lesson on computers
2. Math: Group A Lesson 91 M2, Group B Lesson 91 M3/Reflex Session/Bar Graphs
3. Writing: Journal Entry/ Grammar Page 43 Continue Brochure Project

**Teacher Notes/Observations:**
Each essential question is tied to each lesson taught in each core content area throughout the day and is referred to and discussed throughout the entire instructional day to promote cohesiveness in the class in developing the use of appropriate social/life skills and mastery of the behavioral objectives.

**EQ:** What did Greg lie about?

**Social/Life Skill:** Dealing with Sibling Rivalry

**Behavioral Objective:** The students will learn that everyone with siblings may have to deal with sibling rivalry at some point. They will learn ways to deal with sibling rivalry both in and outside school and home.

The essential questions for this week are developed from the content from the book *Who Put That Hair in My Toothbrush* by Jerry Spinelli.

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**More Cool Websites from our Helpful Websites Page...**

http://www.anderson5.net/Page/16426
| 5-3.1 Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. |

* Include **standard number** and a **description** of the objective embedded in the standard using kid-friendly language.

** A Costa’s level 2 or 3 question (correlates with Bloom’s levels 3-4 and 5-6) that encompasses the main objective of the lesson(s).

*** Add or delete numbers in list as needed. [Remember that each lesson agenda should flow—SET (such as a bellringer to assess background knowledge, evoke interest, or review prior learning), INQUIRY/DIRECT INSTRUCTION/MODELING/GUIDED PRACTICE/INDEPENDENT PRACTICE/DISCUSSION, CLOSURE (to summarize)]...Use the EMBEDDED structure for the daily agenda component if preferred. (Required for induction teachers and teachers on formal evaluation).

Post on the whiteboard daily for students: **Learning Target/Standard/Objective (# and brief description); Essential question; Agenda (condense your plans to a kid-friendly list); Homework.** Create and share a folder with Osborne, Mayfield, Artman, and Garrison in Gaggle titled “YOUR LAST NAME.” Upload lesson plans to this folder in Gaggle.

**Suggestion—**Post each daily essential question on web calendar so parents have a talking point for students at home.

**TIPS:** Feel free to adapt the lesson plan format to suit your style, as long as you include the required components. Delete rows to show only a daily lesson plan at a time. Add rows to this weekly template to include all the daily lessons for an entire unit.