

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	L.8.1. Demonstrate command of conventions of standard English grammar and usage when writing and speaking. LT: I can define, identify, and utilize nouns. Ess ? : Why do the rules of language matter? What does it take to communicate clearly?	Noun Common Proper Collective Compound Abstract concrete	Note-making Excerpt from “Huck Finn” to reveal poor language and its negative consequences. -6 noun types in paragraph of “Hunger Games” excerpt. Students must create key and identify specific types of nouns.		F- annotate an excerpt from the Hunger Games by Suzanne Collins	S- Students given more time to write and provided with a graphic organizer	Interwrite Board YouTube video helping illustrate the point of writing in grammar. textbook
2	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. LT: I can define a verb. I can write a script describing	Verb Action verb	Re-writing a scenario with more vivid verbs. Re-write scenario including past tense verbs	Point of View	F- Creating a skit that describes the actions of the characters. Then changing POV and telling the story in past tense	S- Paired with regular students to work on this project	thesaurus textbook

	<p>action verbs.</p> <p>I can retell a story in past tense</p> <p>Ess ? : Why is it important that I choose the correct verb when dictating an event?</p>						
3	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LT: I can memorize the linking verbs through song.</p> <p>Ess ? : Why do the rules of language matter? What does it take to communicate clearly?</p>	<p>Linking verb</p> <p>Helping verb</p>	<p>Learning with others and variety</p>		<p>F- memorize linking verbs by learning the linking verb song</p>	<p>S: Students will be grouped together heterogeneously to aid slower students along</p>	
4	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LT: Identifying what adverbs modify</p>	<p>adverb</p>	<p>Graphic organizer</p> <p>Venn diagram</p>		<p>F- utilize adverbs to describe verbs, adjectives and other adverbs</p>	<p>S- Work with other levels of learners</p>	

	Ess ? : Why do the rules of language matter? What does it take to communicate clearly?						
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5	<p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>LT: To indentify different types of adjectives and infer which would be the best word for the situation. To use sentence variety.</p> <p>Ess ? : Why do the rules of language matter? What does it take to communicate clearly?</p>	<p>Adjectives</p> <p>Articles</p> <p>Demonstrative</p> <p>Proper Adjectives</p>	<p>Creating a menu – authenticity</p> <p>Compare and contrast – adjectives making good sound appealing and appalling.</p>		<p>F- creating a menu using descriptive adjectives</p>		<p>Using internet sites to show restaurant menus/print outs of menus</p>

6	<p>L.8.1. Demonstrate command of conventions of standard English grammar and usage when writing and speaking.</p> <p>LT: I can define, identify, and explain the function of pronouns.</p> <p>Ess ? : Why do the rules of language matter? What does it take to communicate clearly?</p>	<p>-Pronoun definition with examples in graphic organizer.</p>	<p>Students will look at 10 pictures of people doing things (PowerPoint). They will then write sentences about what is going on in the pictures.</p> <p>Next, re-write those sentences with pronouns.</p> <p>-Paragraph with pronouns removed, students must correct mistakes and insert appropriate pronouns.</p>		<p>F: Object sentences re-written (on own paper)</p> <p>F: Paragraph corrected (on own paper)</p>	<p>S: will only have to do half of the object pronoun re-writes.</p> <p>(5-6)</p> <p>S; Will be given pronoun examples alongside paragraph to guide them.</p>	<p>Paragraph shown on projector.</p> <p>-Online Pronoun Game if extra time.</p>
7	<p>L.8.1. Demonstrate command of conventions of standard English grammar and usage when writing and speaking.</p> <p>LT: I can define, identify, and explain the function of a preposition</p> <p>.Ess ? : Why do the rules of language matter? What does it take to communicate clearly?</p>	<p>Define Preposition and Prepositional Phrase to add to graphic organizer.</p>	<p>-Create a Preposition poem based on the children's book "Rosie's Walk"</p> <p>-Excerpt from "Hills Like White Elephants" identifying prepositions within paragraph.</p>	<p>-Reference the children's book "Rosie's Walk"</p> <p>-Excerpt from "Hills Like White Elephants"</p>	<p>F: Creation of Prepositional Poem</p> <p>F: Identifying prepositions and prep. Phrases in Hemingway excerpt</p>	<p>S: Will be able to work with partner if needed.</p>	<p>Poem shown on projector.</p>
8	<p>L.8.3. Use Knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>Conjunction Interjection definition with examples in graphic</p>	<p>Learning with others</p>		<p>F- Students will create a simple sentence and write it on a sheet of paper to trade with</p>	<p>S: Lower level learners will be paired up with advanced students</p>	<p>School House Rock Clip on Interjections!</p>

	<p>LT: Identify what a coordinating or correlative conjunction is and when to use them.</p> <p>Ess ? : How can I use conjunctions to add sentence variety to my piece? When can I use a conjunction?</p>	<p>organizer.</p> <p>-Vocabulary circles: definition, uses, symbols, thesis/main idea associated with word.</p>	<p>In pairs, students must create a comic strip that has at least 5 interjections in it. One per scene.</p> <p>-Interjection Exercise in grammar textbook.</p>		<p>other groups. Then, they will combine their sentences using different conjunctions.</p> <p>F: Comic Strip</p> <p>F: Grammar Exercise</p>	<p>S: Will only have to have 1-2 interjections and be paired with a non special needs student.</p>	<p>Yay!</p>
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