

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	Pre-Test Grade their pre-test themselves	Introduced to: Subject Predicate Phrases Clauses Absolute Appositive Gerund Infinitive Participial Prepositional Independent Dependent	Intellectual safety		F- Pre-Test used to determine where the student stands before the unit begins	S- print out pre-test	Use PowerPoint to administer the pre-test
2	Subject and Predicate NYTimes article nouns and verbs creating sentences Article with interesting/ difficult noun and verbs Define, then sentence writing Content Strand: L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. LT: I can infer the meaning of unknown words using context clues (e.g., definitions, synonyms/antonyms,	Define: subject and predicate Examples Vocab columns	Modeling Notetaking (graphic organizer) Learning with Others	Word wall activity	F - foldable	S – Groups were pre-chosen to place lower level students with students who can help them along.	

	<p>restatements, examples found in surrounding text.)</p> <p>Essential questions: When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>					
3	<p>Phrases and Prepositional Phrases Content Strand: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can identify and define a phrase I can determine the importance of prepositional phrases in writing. I can articulate how prepositional phrases add to the meaning and tone of a piece.</p> <p>E?: Why do the rules of language matter?</p>	Phase Prepositional Phrase	<p>Comparing and contrasting a piece with and without the identified prepositional phrases.</p> <p>Modeling how to complete the assignment by teacher walk through.</p>	<p>Before reading the poem "Ode to a Sprinkler", discussing the poem.</p> <p>After reading the poem, have students work individually to determine importance of prepositional phrase and the meaning and tone they add.</p>	F- completing prepositional phrase worksheet over "Ode to a Sprinkler"	S- only have to include one prepositional phrase in sentence rewrites.
4	<p>Gerunds and gerund phrases CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	Gerund and gerund phrases	Clear modeled expectations	Discussing quotes after we read them as a class	F- identifying gerunds and rewriting sentences to include gerunds	PowerPoint presentation

	<p>LT: I can define and identify a gerund (a verb that ends in -ing and is used as a noun). I can explain the function of gerunds.</p> <p>E?: Why do the rules of language matter?</p>					
5	<p>Participial phrases</p> <p>CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can define and identify a participle (a verb form that is used as an adjective). I can explain the function of gerunds.</p> <p>E?: Why do the rules of language matter?</p>	Participle and participial phrase	Compare and contrast words used as verbs versus used as adjectives.		F- Writing their own participial phrase F- Correctly placing a participial phrase in a sentence so it is not a misplaced modifier.	S- modeling PowerPoint
6	<p>Infinitive phrases</p> <p>CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can define and identify an infinitive (forms from the word to together with the base form</p>	Infinitive and infinitive phrase	Clear modeled expectations Compare and contrast infinitive phrases with prepositional phrases		F- complete infinitive worksheet	S- will complete fewer problems PowerPoint

	<p>of a ver; often used as a noun in a sentence).</p> <p>I can explain the function of infinitives.</p> <p>E?: Why do the rules of language matter?</p>						
7	<p>Begin different types of phrases</p> <p>Absolute</p> <p>Verb phrases to add verb moods</p> <p>CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can can explain the difference between verbs in the indicative mood, imperative mood, interrogative mood, and subjunctive mood.</p> <p>E?: Why do the rules of language matter?</p>	<p>Define: absolute phrase</p> <p>Examples foldable</p>	authenticity	Night and Number the Stars	F- annotating and foldables	Group work	Oprah interview with Elie Wiesel
8	<p>Appositive and appositive phrases</p> <p>CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can define and identify appositives and appositive</p>	<p>Define</p> <p>Examples</p> <p>Foldables</p>		Night and Number the Stars	F- annotating and foldables	G- teach what an appositive is to the class S- give more examples	PowerPoint/ interwrite board

	<p>phrases.</p> <p>I can create sentences with appositive phrases.</p> <p>E?: Why do the rules of language matter?</p>						
DAY UNIT	<p>*Content Strand</p> <p>*Learning Target</p> <p>-I Can</p> <p>*Essential Questions</p> <p>-WHY??</p> <p>-How do you know?</p> <p>Curriculum document</p> <p>Common Core</p>	<p>Vocabulary/ Vocab Activity</p> <p>Activities</p> <p>Activities II</p>	<p>Thoughtful Ed./ Student Engagement</p> <p>www.marshall.kyschools.us/</p> <p>www.muhlenberg.kyschools.us/?q=node/61</p> <p>Engagement Cube</p> <p>Cube II (examples)</p>	<p>Literacy/Reading in the Content</p> <p>Literacy Ideas</p>	<p>Formative/ Summative Assessment</p> <p>F –Formative</p> <p>S-Summative</p> <p>www.act.org/standard/guides/explore/</p> <p>Strategies</p> <p>More Ideas</p>	<p>Differentiation</p> <p>T-Task</p> <p>S-Special Needs</p> <p>G-Gifted/Accel.</p> <p>http://serge.ccsso.org/Ideas</p> <p>9 Types</p> <p>Big Explanation Tool</p>	<p>Technology</p> <p>50 Ideas</p>
8	<p>Clauses</p> <p>Independent clause</p> <p>Dependent clause</p> <p>CS: L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LT: I can define and identify a dependent or independent clause.</p> <p>E?: Why do the rules of language matter?</p>	<p>Clause</p> <p>Independent clause</p> <p>Dependent clause</p>	<p>Compare and contrast phrases and clauses</p>	<p>Discuss what they know about the reading before, during, and after we read it. We will be discussing the importance of clauses in the piece.</p>	<p>F- annotating reading piece for independent and dependent clauses</p>	<p>G- identify dependent and independent clauses.</p> <p>S- identify only independent clauses. Each will underline 5 times</p>	