

Objective: Introductions

- Introductions/Class Norms
- Dear Students
- Good vs. Great Teacher
- RDW 1: Dear Teacher- What do you promise to do to make this a great class? What plan will help you keep your promise? How will you know you are making progress? What should the teacher know or do for you personally to help you have a great year?
 - one full page, margin to margin
 - Name, date & hour
 - Use and highlight SKILLS from ELA 7 (pink)

Objective: Learn and utilize academic vocabulary words in writing

Pick Up from the Front Table:

Pick up the pink Bell Ringer sheet, the blue sheet and the Vocab notes from the front table

BELL RINGER:

*** Write down the Date & Objective** (*it is at the top of this slide*)

1. What is a prefix you learned from last year? (*hint: malice, bicycle, tripod*)
2. What does that prefix mean?
3. Write a word using your chosen prefix.
4. Use the word in a simple sentence.
5. Use the word in a compound (FANBOYS) sentence.

**When you are finished, pull out your Dear Teacher letter from yesterday and continue working or read your PR book*

Objective: Learn and utilize academic vocabulary words in writing

Agenda:

- RDW 1 Review - Dear Teacher- What do you promise to do to make this a great class? What plan will help you keep your promise? How will you know you are making progress? What should the teacher know or do for you personally to help you have a great year?
- Classroom Norms
- Library Discussion
- Vocab Notes - conformity

Objective: Learn and utilize academic vocabulary words in writing

Pick Up from the Front Table:

NOTHING

BELL RINGER:

*** Write down the Date & Objective (*it is at the top of this slide*)**

1. What is “conformity?” (feel free to talk to your neighbor for this one)
2. What is an antonym of “conform?”
3. What is an example of conformity?
4. What is a non-example of conformity?
5. Is conformity good or bad? Why? (hint: it CAN be both)

**When you are finished, pull out your Dear Teacher letter from Tuesday and continue working or read your PR book*

ELA 8

Sep. 5, 2019

Objective: Learn and utilize academic vocabulary words in writing

Agenda:

- 1. Review Conform**
- 2. Laptop Protocol**
- 3. Introduce On Demand Essay - CONFORMITY**

Objective: Learn and utilize academic vocabulary words in writing

**** IF YOU HAVEN'T, TURN YOUR PINK BELL RINGER SHEET OVER****

BELL RINGER:

*** Write down the Date & Objective (*it is at the top of this slide*)**

1. How do you feel about having to complete an essay in two days or less?
2. Do you think you are the only one who feels that way?
3. In speeding to complete this activity, do you feel like you are conforming to the expectations of your teachers? Explain.
4. If you chose not to complete the essay, would you be a conformist or nonconformist?
5. Will you conform to what your parents want you to do this weekend? Why or why Not?

**When you are finished, attach your BLUE RDW cover sheet to your Dear Teacher Letter & Bell Ringers. Be ready to turn them in.*

ELA 8

Sep. 6, 2019

Objective: Learn and utilize academic vocabulary words in writing

Agenda:

- 1. Turn in RDWs**
- 2. Complete On Demand Conformity Essay**
- 3. Print to PRINTER 301**
- 4. Turn in separately from RDWs to the INBOX**
- 5. Read your PR book when finished**

Objective: Organize & Prep

Pick up the following:

Golden RDW cover sheet, white graph sheet & green bell ringer sheet

Bell Ringer:

1. What printer number do we print to in this room?
2. Where do we turn in work in this room?
3. If you needed a pencil, where would you go?
4. If you needed to use a hall pass, how would you do that?
5. How many passes and tardies total do you get each quarter in this class?

Objective: Organize & Prep

Agenda:

- Review Classroom Norms & Update
- Organize ELA binders
- Check grades in Powerschool & Pass out graph
- Reading Log & Sign Up Person Reading book for first quarter book chat
- Pass back graded work & Deposit Brownie Points with Banker
- Personal Reading Time/Catch up

Objective: NWEA

- 1. Clean Out Desks**
- 2. NWEA in Media Center**

Objective: NWEA

- 1. NWEA in Media Center**

Objective: NWEA

Bell Ringer

- 1. What PR book are you reading right now?**
- 2. What made you choose this book?**
- 3. What do you like about the book?**
- 4. What don't you like about the book?**
- 5. Have you decided what book you're going to read next? Explain.**

Agenda:

Finish NWEA and Personal Reading

ELA 8

Sep. 13, 2019

Objective: Use guided highlighted reading to increase understanding of a text

Pick up from the front table:

1. Notes on THIEVES
2. AOW - 5 Reasons...
3. Highlighter (any color)
4. Book Fair Brochure

Bell Ringer:

1. What is a superhero?
2. What is a hero?
3. Why do we need heroes?
4. Who is one of your heroes?
5. Why is that person a hero?

Objective: Use guided highlighted reading to increase understanding of a text

Agenda:

- 1. Discuss Bell Ringer Questions**
- 2. Introduce Talk to the Text (T4) using THIEVES**
- 3. Read “5 Reasons...” and T4 using THIEVES**
- 4. Discuss THIEVES Prompts in relation to AOW**
- 5. Guided Highlighted Reading Questions**
- 6. Turn in RDW Cover Sheet, AOW and Bell Ringers to the INBOX**

Objective: be able to explain neuroplasticity and growth mindset

Pick up from the front table:

1. RDW Cover Sheet
2. Bell Ringer Sheet
3. highlighter

MAKE IT Monday Bell Ringer:

1. What is something-a craft, recipe, project-that you would like to make?
2. Why are you interested in it?
3. What has kept you from making it?
4. What is another something that you have already made?
5. Were you successful? How do you know?

Objective: be able to explain neuroplasticity and growth mindset

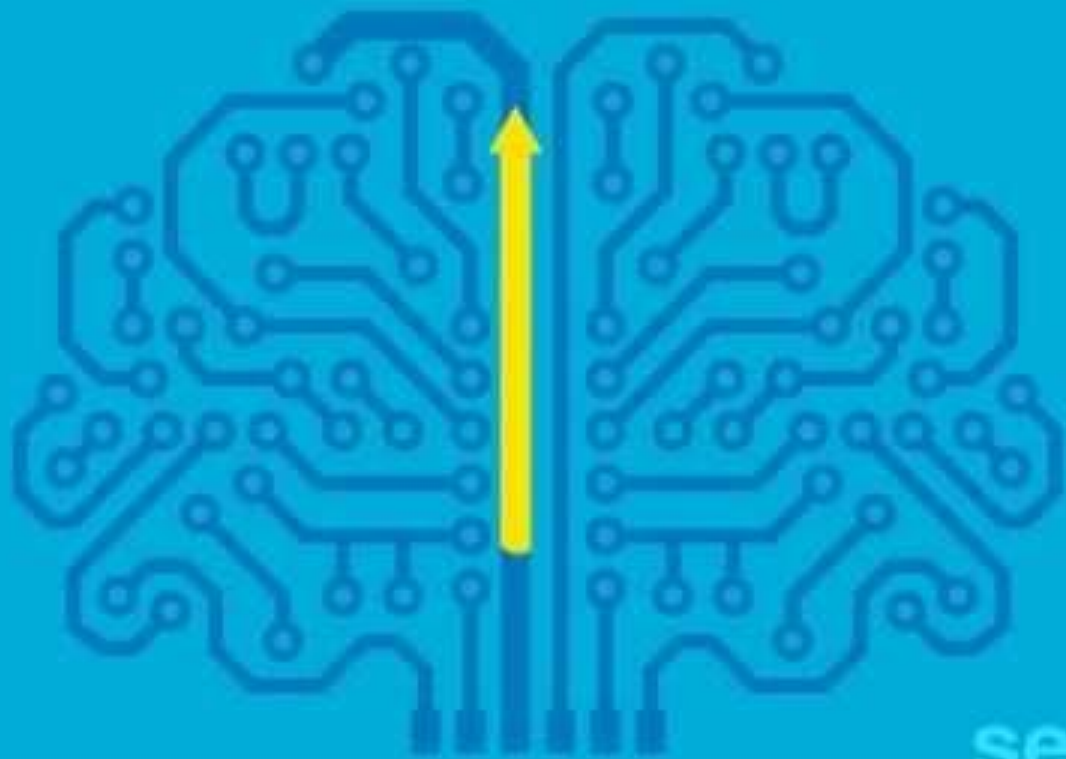
MAKE IT Monday Agenda:

1. Grade Charts and pass back papers
2. What's due this week?
3. Classroom MAKE IT activity
4. What is a GROWTH vs. FIXED mindset?
5. What is neuroplasticity?
6. Class T Chart - fixed vs. growth mindset



GROWTH





sentis

Objective: distinguish between roots and affixes

Pick up

1. Your laptop

WORK TOGETHER TUESDAY Bell Ringer:

With your table partner -

1. What is a word root?
2. What is an affix?
3. What is a prefix?
4. What is a suffix?
5. Give examples of a word root, prefix and suffix.

Objective: distinguish between roots and affixes

WORK TOGETHER TUESDAY Agenda:

1. Practice Quiz
2. What are roots and affixes?
3. Roots and Affixes notes
4. Review - PowerPoint
5. Quizizz

Objective: Use roots and affixes in writing

Pick up from the front table:

Nothing

WHAT'S IN A NAME WEDNESDAY Bell Ringer:

1. What does your name mean?
2. Why did your parents choose it?
3. Did they want to give you a different name?
4. Do you like your name?
5. If you could, would you choose a different name? What name?

Objective: Use roots and affixes in writing

1. **Vocab Flashcard Review**
2. **Me Caveman**
3. **RDW 1:** When have you overcome a struggle in life? It could be anything - from adding negative numbers to learning a technique in baseball to writing an introduction for a difficult essay. Reflect on the times when you failed at first but persevered. **Write a letter to a younger you about this struggle.** Tell this younger you your story and give yourself advice on what they should do when you encounter an obstacle when learning something new. Feel free to be creative. Use and highlight root related words PINK.
One full page

ELA 8

Sep. 19, 2019

Objective: be one with nature

Pick up from the front table

Nothing

Bell Ringer:

1. What do you like most about nature?
2. What do you like the least about nature?
3. If you could go anywhere in the world, where would you go?
4. Why did you pick that place?
5. Do you ever eat at McDonalds? What is your favorite sandwich there?

ELA 8

Sep. 19, 2019

Objective: be one with nature

Pick up from the front table

Nothing

Bell Ringer: You can just discuss answers with your neighbor. No need to write it down.

1. What do you like most about nature?
2. What do you like the least about nature?
3. If you could go anywhere in the world, where would you go?
4. Why did you pick that place?
5. Do you ever eat at McDonalds? What is your favorite sandwich there?

ELA 8

Sep. 20, 2019

Objective: increase reading stamina

Pick up

laptops

Fri-YAY Bell Ringer:

1. What book are you reading right now?
2. What page are you on?
3. Make a prediction how the story will end.
4. Do you need help finding a book?
5. Tell your table partner about your book.

Reading Matters!

HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!

A student who reads

20:00

minutes per day

will be exposed to
1.8 MILLION
words per year
and scores in
90th PERCENTILE
on standardized tests

A student who reads

5:00

minutes per day

will be exposed to
282,000
words per year
and scores in
50th PERCENTILE
on standardized tests

A student who reads

1:00

minute per day

will be exposed to
8,000
words per year
and scores in
10th PERCENTILE
on standardized tests

Source: Nagy, Anderson and Herman, 1987

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ELA 8

Sep. 20, 2019

Objective: increase reading stamina

Agenda:

1. Review Quizlet - www.gmsela8.weebly.com go to LINKS
2. Open bank for deposits
3. Turn in RDWs
4. Quizizz Practice Quiz
5. Personal Reading

Reading Matters!

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