

Lesson Plan for the week of	Teacher:			Subject:	Grade:
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Content Standard(s)					
Bellwork (What students do upon entering the classroom)					
Learning Target(s) (objective)					
Assessment (How will you know students met the learning target?)					
Instructional Strategies					
Guided Practice					
Independent Practice					

Lesson Plan for the week of Aug. 29-Sept. 2	Teacher: Mrs. Whitney			Subject: Social Studies	Grade: 8
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Content Standard(s)	8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies. CC.8.R.I.2 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text CC.8.R.I.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.				
Bellwork (What students do upon entering the classroom)	Fill Out Agenda, Biography/Informational Text Independent Reading Articles				
Learning Target(s) (objective)	Students will identify the characteristics of a cause and effect text structure.	Students will identify the characteristics of a cause and effect text structure.	Students will identify the characteristics of a cause and effect text structure.	Identify the difference between implied and explicit meanings in text.	Students will identify the characteristics of a cause and effect text structure.
Assessment (How will you know students met the learning target?)	Check student T notes for: 1. Identification of the topic or outcome being investigated.	Independent student notes identifying topic or outcome and then	Independent student notes identifying topic or outcome and then	Selection from "Johnny Tremain" – Students determine if information	Students read a selected text and identify the outcome, steps leading

	2. The steps or causes that led up to the outcome or topic.	steps or causes leading up to the outcome.	is inferred (implied) or explicitly stated.	to the outcome, citing examples and evidence from text.
Instructional Strategies	Modeling with Text: “The World Turned Upside Down: George Washington and the Battle of Yorktown” by Richard Feere 1. Read text to class. 2. Identify outcome. 3. Identify Steps leading to outcome 4. Identify examples and evidence from the text.	Teacher will review strategies modeled previously for identifying outcomes and steps leading to outcomes. Discuss possible long-term effects of the outcome.	1. Read together selection from “Johnny Tremain” 2. Break the selection into smaller chunks. 3. With class determine and discuss meaning. 4. Determine if meaning is derived from an	Students will select from a variety of articles regarding events during the American Revolution. Review strategies for identifying a cause and effect text structure.
Guided Practice	Students take notes while reading text as modeled. Teacher Observation and Guidance	In groups of 4 students will read another text selection from the textbook and identify the outcome, steps leading to outcome, giving examples and evidence	inference or explicitly stated in the passage. 5. Guide students through the passage.	Independent Practice - Students will independently read self-selected text and identify the characteristic of a cause and effect text structure.
Independent Practice			See Assessment Above	