



Needwood Middle School
2023-2024
Daily Agenda/Lesson Plan



Teachers:	Weikel/ Hildebrant/ Roberson/ Taylor/ Wilbur/ Bjorneby/ Sweeney Unit 3: Is space exploration a daring adventure or a dangerous challenge?				
Date:	2/19	2/20	2/21	2/22	2/23
Assignment Overview	No School Presidents Day	Achieve Day Chillaxin at 1,320,000 Feet Skill Main Idea/ Summarize Embedded Activator Video Extra Credit : Ask the Scientist: Space Travel or (must get 75% or higher)	District CFA: Unify- Reading Informational/ Argumentative	Unify-Argumentative Writing	Reading Reaction <ul style="list-style-type: none"> • Strategies • Exemplars • Template Book Club <ul style="list-style-type: none"> • Enders Game • Hunger Games • Bud, Not Buddy
Standards:		RI 2 Determine the main idea and develop an objective summary	RI 1, 2, 3, 4, 5, 6 L1 b and c, L2	W1: Write arguments to support claims with clear reasons and relevant evidence.	RL and RI 10
Learning Target:		I can read and demonstrate comprehension of an informational text. RI 10	I can read and demonstrate comprehension of an informational text. RI 10	I can write an argumentative essay to support claims with clear reasons and relevant evidence.	I can demonstrate my comprehension of a book that I have read independently (RL and RI 10)
Success Criteria:		Did I ... <ul style="list-style-type: none"> <input type="checkbox"/> Watch activator video <input type="checkbox"/> Complete the before reading poll <input type="checkbox"/> Preview my vocabulary <input type="checkbox"/> Read the article Can I ... <ul style="list-style-type: none"> <input type="checkbox"/> Determine the main idea <input type="checkbox"/> Determine the meaning of words or phrases as used in the text <input type="checkbox"/> Explain the author's purpose <ul style="list-style-type: none"> <input type="checkbox"/> Answer the Respond questions with 75% accuracy <input type="checkbox"/> Complete the thought question using my rubric. 	I can <ul style="list-style-type: none"> <input type="checkbox"/> Read both passages independently RI 10 <input type="checkbox"/> Determine the main idea of both passages RI 2 <input type="checkbox"/> Determine the meaning of words and phrases as used in the text (integration, nutritious, toting up) RI 4 <input type="checkbox"/> Identify and Explain the use of Rhetorical devices as used in both passages (RI 4) <input type="checkbox"/> Explain how the author structures the information in both passages (RI 5) <input type="checkbox"/> Explain how different sections contribute to the author's' ideas RI 3 <input type="checkbox"/> Explain what the author's purpose behind using septic 	I can <ul style="list-style-type: none"> <input type="checkbox"/> Read the two passages <input type="checkbox"/> Organize my writing on the Planner. <input type="checkbox"/> Use the Checklist to complete my essay Did I ... <ul style="list-style-type: none"> <input type="checkbox"/> Introduce my claim <input type="checkbox"/> Support my claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <input type="checkbox"/> organize the reasons and evidence logically <input type="checkbox"/> acknowledge alternate or opposing claims, <input type="checkbox"/> Provide a concluding statement or section that follows from and 	Do I ... <ul style="list-style-type: none"> <input type="checkbox"/> Have a book that is of interest to me <input type="checkbox"/> Have my independent reading response folder Did I <ul style="list-style-type: none"> <input type="checkbox"/> Read at least 25 pages of my book this week <input type="checkbox"/> Use my rubric to write a constructed response that demonstrates (shows) my personal connections to the book I am reading. <input type="checkbox"/> *** Include my focus skill of Figurative Language (page #, example, Identification, and explanation)

		<input type="checkbox"/> Cite several pieces of text evidence to support my analysis of the text	<p>quotes and how they contribute to the overall ideas of the text (RI 6)</p> <input type="checkbox"/> Cite evidence to support my analysis of the text (RI 1)	<p>supports the argument presented.</p> <p>Does my writing include...</p> <input type="checkbox"/> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
Activity(ies)/ Assignment with Text and/or Links:		<p>I will..</p> <ul style="list-style-type: none"> • Introduce Lesson <p>Together we will</p> <ul style="list-style-type: none"> • Watch Activator Video • Preview Vocab (atrophy, mandatory) <p>Students will</p> <ul style="list-style-type: none"> • Read the article independently • Answer the Respond questions • Write a constructed response explaining what the astronauts do during free time and what they themselves would do if given a chance to visit the space station 		District Unify Argumentative Assessment	<input type="checkbox"/> Students will read their independent book of choice (30 min)
Differentiation		<p>Achieve lessons are differentiated by each student's independent reading level.</p> <p>The special education teacher will provide students with disabilities (SWD) additional assistance based on IEP accommodations and modifications such as:</p> <ul style="list-style-type: none"> • read questions and answer choices aloud, • explaining/clarifying • provide a fill-in-the-blank model to answer the constructed response question • assistance with spelling on the constructed response 		<p>The special education teacher will provide students with disabilities (SWD) additional assistance based on IEP accommodations and modifications such as:</p> <ul style="list-style-type: none"> • small group testing environment • explaining/clarifying read aloud questions and answers • extended time • etc. 	<p>The special education teacher will provide students with disabilities (SWD) additional assistance based on IEP accommodations and modifications such as:</p> <ul style="list-style-type: none"> • one-on-one or small group support • explaining/clarifying • modeling/assistance completing the outline • fill-in-the-blank examples or sentence starters