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Continue

work in class and would have had ample opportunity to ask questions about it before leaving today. Whether they don't finish or not, you have to work on your homework. R.A.C.E.: PDF Quick Write 6.pdf Quiz - directions and reading verses attached. Lesson: You have reviewed your learning goals. Then I read the poetry selection aloud again. Here are some important details. Then we did some of the jigsaw activity. The students were a group of four and had to choose one character to focus on. Then we had to create a row related to the character. We will call it 2 tomorrow. Homework: Research Island assigned to jigsaw recording forms.pdf the 1st Stone Project - Building Background Web Quests and Research students are welcome to use the additional sites they choose, but should be used to collect ioaba.weebly.com their information. Lesson: Use R.A.C.E. to complete QuickWrite 5. We reviewed our learning goals and then read pages 46-60 aloud at their request. Accordingly we practiced R.A.E. together using a writing prompt. c QuickWrite 5. I've attached a copy of the QuickWrite 5 instructions as well as notes we had together in class today. (Every page of text can be found on this site through various previous assignments.) Page 60 allows all city/pages to be included in this QuickWrite assignment. Homework: Complete quick writing 5. R.A.C.E. 8A.pdf QuickWrites.pdf today I was sick, so students were able to work on worksheets and projects. All first quarter projects are scheduled for 10/28. Quiz: Read the attached verse and add it to Edu (what's in the name). Lesson: I reviewed my learning goals and then practiced my P.A.S.T. using quiz passages. We worked collaboratively to talk about how to fill graphic organizers and elaborate when you don't have a lot of background. We talked about how to take out the evidence, especially related to the prompt, and explain more about it. I raised the question, what background information can your readers need? In this case, you need a general understanding of what a pen name is to get a reason for someone else to use it. Homework: We will continue to work on the Q1 project (10/28 expected). What's in the P.A.S.T. pdf name .pdf Central Idea - Eighth Grade.pdf Lessons: We reviewed learning goals and then proceeded with some discussion questions as part of our efforts to link the novel to information text. At the end Doc Rap and our novel covered part of the same period and students were asked to consider how the actual events described in the text could affect Ha and her family. Students were asked to go to a group and answer their questions and final questions about the note. (A copy can be found on October 22.) Homework: Continue working on the primary Q1 project. Students must have a habit of underlining evidence to prepare for the state exam at the end of the year. How to select the correct response and/or remove the wrong response. *Students didn't receive page 4 - they scanned the assignment before deciding to leave that page in today's quiz. We reviewed learning goals and then received a new graphic organizer titled Students Three Things: 8th Grade Quiz.pdf 8th Grade Quiz, 2011 Class. Row notes - catcher. Students were placed in groups, and rows were assigned to each group. They had to work together and expected to answer only the questions in the assigned rows. At the end of the students, they had to get up and find people with different rows to discuss the answers to each question. Homework: Students were asked to fill out the first page of the document lab with the last question and note page. Create a second page while we're together tomorrow. Homework: Students should read the passage and the prompts in the following articles: You should then use the P.A.S.T. graphics host to explore the prompt and create an introductory paragraph that resolves the specified prompt. Quiz - The central idea of the information text should be to select the correct answer as usual and underline/explain the evidence. Lesson: None - P.E. Day Quiz - Context Clues. In addition to choosing the correct answer, students should underline and explain their evidence/reasoning. 8th Gr. Context Clues.pdf Classwork: We have a primary qtr. You passed the learning goals associated with the project, and then you sent a class period to participate in the project. The project is scheduled for 10/28/19, but you can set it up early if you choose. (Copies of the project are listed as self-allocations with a 10/28 deadline.) Lesson: We reviewed our learning goals, and then the students were asked to take out a packet of Vietnam War readings. I intended to read this text with them, but they decided to read it themselves. They were expected to write key statements/comments for every paragraph. I circulate and help students clarify their understanding. Homework: If you don't finish a comment, you'll need to complete it tonight. Study Island also has at least some challenges to try. It's in making inferences. Class: I was called out of the room for a meeting so someone could cover my class while I was away. Students worked on morning quizzes and study islands. When I returned we reviewed the learning goals and we went through some discussion questions regarding Section 5 of the Vietnam War Bracket (a copy can be found in Sept. 27). Homework: Students make an early reading of doctor's rap at the end of Section 5 and can also find at least three that exist in the articles that have come up in our novels. Lesson: Students were given mid-unit assessments again and we got answers. The students showed the student who made an example of the answer question written at the end of the exam - this was the student who received full ed for the given response. Students were able to work on QuickWrite 4 (which was last night's sleep) or get a learning path on the learning island. Homework: MLK Junior Reading Aisle Nobel Peace Prize - MLK Jr. pdf 8th Grade - Reasoning 7.pdf Lessons: Reviewed Learning Goals. Student You can work with double arrow graphics organizers. (A copy can be found below on Thursday, October 10.) They should now have a filled bottom and top arrows. We went through a few discussion questions and students were able to start their homework or work on a learning path on the study island. QuickWrite 4.pdf IOABA page 42-47.pdf: Reviewed learning subjects. They then went through a few discussion questions - students had to look for evidence and explain how the response applies. Students also had to perform text evidence assignments at Study Island. Along with answering multiple choice questions, students were instructed to turn over their papers and write their own paragraphs. It offers some suggestions, but it may be on any topic: sports, animals, recipes, books. Lesson: Students were asked to skim pages 22-41 of our novel. (A copy of this page can be found below Wednesday, October 2.) They had read this section before but it was for a while. We asked some discussion questions about what was happening in the story. Then we reviewed our learning goals. Next, the students were given a double arrow graphic organizer and asked to focus at two o'clock to fill the bottom arrow. Double Arrow Graphics Organizer.pdf Main Idea WS.pdf Class: We had about one-third of our students in today's class because of career day/teacher shadows. Our classes include quite a lot of work with fiction and it was important that students don't miss it. For that reason, I gave them a short allocation to text evidence on the research island and let's see when those who otherwise remain can catch up on the missing work. We also conducted fire drills today, spending all day. Class: None - Students didn't have to complete the short cycle assessment they started yesterday - today it turned into a working day - students who finished early were able to work on other assignments, homework, etc. Class: For last night's homework, students were forced to start work on QuickWrite 3 - (apes can be found in homework on October 2); However, only one student completed the assignment, I felt that this was an important task, a lesson, and a skill for them to work on, so we decided to do what we were going to do. Today, students have done a much better job of asking the right questions and making the effort they need to complete their tasks. * Parent Engagement: QuickWrites is designed to mean what the name means - it's not a tough task for a student to complete for more than 45 minutes. Perhaps some students have not yet fully grasped how quickly and easily this short paragraph is. We're confident that in the next few weeks we'll do more with them and students will start to see how simple they really are. I just wanted to let you know that I don't allocate loads of time-intensive ever write assignments to busy tasks, neither do I make them feel overwhelmed - if I have any questions about your requirements, please feel free to email us. The QuickWrite model has been attached for reference. (*This is not created by a student, but is a small example of how they can write and still meet the needs of the assignment, with some students currently turning to more than the full page, which is great but not necessary.) Let us play - central idea quizzes.pdf classes: students spent most of their classes at book fairs or PE. We didn't officially take classes, so we'll finish the quiz for homework. Quiz - In addition to reading passages and answering multiple choice questions, I asked students to support their answers. They can write something that explains their choices or simply highlight the supporting details in the text. Grade 8 - Reasoning Quiz 6.pdf Lessons: We reviewed learning goals and then students returned to the group to work on the assigned section of the Vietnam War reading packet. The group was asked to read and discuss their sections and answer questions that corresponded to their part of the article. Students worked together (within the group) to verify their understanding and make sure they knew their section well enough to write concisely, but they were able to give a complete summary that they could share with the rest of the class tomorrow. *Students only need to answer questions related to the text section. Section numbers and subtitles can be found in the upper right corner of the page. Homework: Students were asked to complete a graphic organizer to present information to their class friends tomorrow. Vietnam War questions and notes.pdf: Students were expected to present their own sections of the Vietnam War reading packet. It was not official - students were simply able to share their summary statements and some evidence with their classmates in support of their summary. QuickWrite3.pdf IOABA Pgs 22-41.pdf Lessons: After reviewing learning objectives, students were introduced to sections 2, 3 and 4 of the Vietnam War Reading Packet (copies can be found in lesson 09/27). Some of each text was read aloud, with the intention of causing students to create a graphic organizer that corresponds to the assigned section of the reading. Unfortunately, students had to create a Section 1 graphic organizer to properly prepare for the next section. Therefore, the lesson had to be revised, and I asked the students to re-read and write a summary of verse 1. Section 2: Everything Tends to Ruin Section 3: Life, Freedom, Ho Chi Minh Section 4: Homework on the Fall of France: I reread last weekend's homework to create a graphic organizer for The Chinese Dragon. (Graphic organizers can be found in Sept 30 Homework.) Reasoning Quiz 5 - Grade 8.pdf Homework: Vietnam Questions and notes, Section 1: Chinese dragon (attached) students had to answer all questions using articles they read in class. Today's quiz was a review.pdf met in this weekend's homework - Chinese Dragon Questions and Notes, The New Year Quiz. If students had done their homework, today's quiz would have been a breeze. As it turns out, most class members are very upset that they don't know the meaning of the words on the quiz because only one student in the entire class has done their homework. (Apologies for the strange formatting, this came from Google Slides and the justification is 0.) 8A Quiz - Context Clues.pdf Quiz: Context Clues - (instructions are in the attached WS). Students explained what they had to do because they tried to understand the direction. However, due to time constraints, the mission had to be performed. If they didn't complete the quiz, I asked them to complete it for homework. Lesson: We passed a new learning goal and then looked at the Map of Asia. We had a brief discussion about Vietnam and the surrounding countries. He then delivered the Vietnam War, asked them a few questions and gave them all the sub-title numbers. Homework: I asked them to read the first section, China Dragon, for the first time. Lesson: We went beyond our learning goals and students were asked to take out verses reading the Vietnam War handed out yesterday. (A copy of this article can be found in Sept. 27 Homework.) I read aloud one subtitle called China Dragon, which stopped after each paragraph so students could write the main door, and they shared a pair of thoughts about their individual gists with the people at their table. Homework: Write at least one paragraph to tell me what you thought in the mid-unit assessment. Also, do you still feel the need to work, and what do you need help understanding? Quiz:Class: Students inside Out camp; I was instructed to do an initial reading of pages 22-41 again - (unknown father through appointment). After reading this part of the novel, they were asked to write a simple point statement for each of them. At the end of this work, they were able to read quietly in their chosen novels or perform past duties. Homework: Moderate unit evaluation review. Take a look at all the notes and assignments from past lessons. Quiz for 8A - 09_24_19.pdf Lessons: We quickly reviewed the type of information students wrote in their post-it notes during yesterday's gallery walk. The students then gave an intermediate unit assessment. I'm not going to post an interim unit assessment because it's a timed activity and I need to see how the student answers the question in a specified period of time. 09/23/19Quiss - Back to Basics: I have been receiving many papers that students do not use the first letter of a sentence, or You don't use punctuation. These are skills that students learned in elementary school. Today's quiz simply reminded me that they need to pay attention to these things in order to become good, successful writers. QuickWrite 2: How is Ha's life affected by when and how he lives? Students began performing this task on Friday, 09/20, and several students finished the assignment. (Class members have been suspended for class meetings.) Anyone who didn't finish the class was able to ask me a question today, and the class discussion and a little explanation advised me that students could complete their homework assignments and continue to set them up tomorrow (09/24). Gallery Walk - Only on class assignments. Who are the other groups of students? I was instructed to look around the anchor chart, and I used post-it notes to write down items I couldn't find in my group chart. This was a review for tomorrow's interim unit assessment. Evaluate.

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