8th Grade ELA Lesson Plans

Teacher: A. McQueen Lesson Date: 9/28 – 10/2

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| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **RL1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text**  **RI1 – Cite textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text**  **RL2 – Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationships to the characters, setting, and plot; provide an objective summary of the text**  **RI2 – Determine a central idea of a text, including its relationship to supporting ideas; provide an objective summary of the text**  **RL3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision**  **RI3 – Analyze how a text makes connections among and distinctions between individuals, idea, or events**  **W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through**  **W2(a) – Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and info into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension**  **W2(b) – Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other info and examples**  **W2(c) – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts**  **W2(d) – Use precise language and domain-specific vocabulary to inform about or explain the topic**  **W2(e) – Establish and maintains a formal style**  **W2(f) – Provide a concluding statement or section that follows from and supports the information explained or presented**  **L1B – Form and use verbs in the active and passive voice**  **L1C – Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood** |
| **Lesson Objective/Learning Intention:**  **What will my students KNOW by the end of the lesson?**  To be able to cite evidence when analyzing what a text says  Understand how dialogue and incidents move a plot  To be able to identify the theme/central idea of a text  To be able to write explanatory texts with relevant facts, transitions, and evidence  To be able to form verbs in active and passive voice  To be able to from verbs in different moods  **What will they DO to learn it?**  Respond to questions/discussion using textual evidence to support their answer  Plot the major events of a text  State the theme/central idea of a text and cite evidence to support  Formulate an explanatory essay with appropriate scaffolding and guided practice  Identify and switch verbs from active to passive voice  Identify and switch the mood of verbs |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Tuesday/Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**  Students will read a book of their choice for 5 minutes. Following this, they will complete a quick write for 5 minutes. | **Teacher will assess students on their quick writes based on their reading.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Tableau:** Students will form groups of 3-5. Teacher will give groups a topic such as “going to a concert” and students will have 5 seconds to work silently with their group to create a “living still life” of what the topic would look like. | **Teacher will monitor for collaboration and communication** |
| 15  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Teacher will review procedures and expectations with students (teacher will pick a Time to Teach lesson that will most benefit the class). |  |
| 10  min | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will read “The Three Little Pigs” to students. Following this, teacher will facilitate discussion into what the “message” of the story is. This will transition students into note-taking. |  |
| 15  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Teacher will present PowerPoint on the difference between theme and central idea. Students are to create a venn diagram on which to take notes.  Following notes, students will summarize the plot of “The Three Little Pigs.” After this, class will work together to write a constructed response to the prompt: “What is the theme of the story.” Teacher will review RACE strategy. | **Teacher will monitor student note-taking.** |
| 1  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Stretches:** Students will take a moment to stretch out. They may do things such as touching their toes, stretching their arms, etc… |  |
| 30 min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will work in groups to read an article. Groups are chosen by lexile scores and the article they are given will match the lexile of the group. After reading the article, students are to summarize and answer the constructed response “What is the central idea of the article?” using the RACE strategy on butcher paper. Responses will be posted around the room for future reference. | **Teacher will assess students upon their participation and their central idea CR.** |
| 2  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Simon Says:** Teacher will assign one student to be Simon. Student will give students a series of task in “Simon Says” fashion. |  |
| 25  Min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Flowers for Algernon Gallery Walk:  A series of quotes from “Flowers for Algernon” will be posted around the room. Students will move in groups to visit each quote and write their reaction. Following this, groups will share out what was on each poster. Teacher will facilitate discussion about predictions they have for the story. | **Teacher will assess student discussion.** |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  DLIQ: Right before the last five minutes of class, quickly transition students into their DLIQ by saying, “Now I would like for you to demonstrate your understanding of today’s activities by completing your DLIQ. I would like you to also ask me at least one well-developed question about anything you are still wondering that relates to today’s activities. And remember, you must write in complete sentences!” | **Teacher will assess students based upon the questions they generate.** |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * “Three Little Pigs” text * Presentation – Theme v Central Idea * Lexile-based articles * “Flowers for Algernon” quotes * Butcher paper |

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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Thursday/Friday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 20 min | **C.L.E.A.R.**  Students will read a book of their choice for 5 minutes. Following this, they will complete a quick write for 5 minutes. |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Tableau:** Students will form groups of 3-5. Teacher will give groups a topic such as “going to a concert” and students will have 5 seconds to work silently with their group to create a “living still life” of what the topic would look like. |  |
| 20  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Teacher will present PowerPoint on verb moods. Students will complete guided Cornell notes. | **Teacher will monitor student note-taking** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Simon Says:** Teacher will assign one student to be Simon. Student will give students a series of task in “Simon Says” fashion. |  |
| 30  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Teacher will give masterful reading of “Flowers for Algernon” (pg. 54-58). During reading, teacher will facilitate guided discussion with students that includes comprehension classes and identification of verb mood. | **Teacher will assess students on their discussion.** |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to re-set their brains and give them a moment to move with meaning?)*  **Stretches:** Students will take a moment to stretch out. They may do things such as touching their toes, stretching their arms, etc… |  |
| 45  Min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Teacher will review the parts of an argumentative essay with students. Then, teacher will give powerpoint on explanatory writing. Students will complete guided Cornell notes.  Following, teacher will facilitate discussion to compare and contrast the different genres of writing.  Teacher will present exemplar explanatory essay and help students dissect the different pieces. | **Teacher will assess for understanding of the similarities and differences of argumentative and explanatory writing.** |
| 5  min | **Closing Activities/Summary/DLIQ:** *(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)*  DLIQ: Right before the last five minutes of class, quickly transition students into their DLIQ by saying, “Now I would like for you to demonstrate your understanding of today’s activities by completing your DLIQ. I would like you to also ask me at least one well-developed question about anything you are still wondering that relates to today’s activities. And remember, you must write in complete sentences!” | **Teacher will assess students based upon the questions they generate.** |