8th Grade ELA Lesson Plans

Teacher: McQueen Lesson Date: Nov. 16 - 20

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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**  **Monday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 5  min | **Get started/Drill/Do Now:** (What meaningful activity will students complete as soon as they enter the classroom?)  Students will write a post from their character’s point of view onto their timeline. The post must contain information comment about how your character feels about what has happened to Bobby. | **Teacher will assess whether the student used strong textual evidence form the text in their posts.** |
| 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 and Students will discuss narrative writing. Students will take cornel notes. |  |
| 25  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Teacher and students will read the next two chapters of things not seen. Students will use sticky notes to document dialogue that describes the character that they chose for their fakebook page. | **Teacher will monitor student responses to activity** |
| 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)  Some students will work on their fakebook profile page. Others will respond to their classmate’s fakebook posts and include a post from their character that uses dialogue cited from chapters 3 – 4. | **Teacher will assess students upon their participation and their central idea CR.** |
| 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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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **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 15 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?)*  Restroom break and walk around the school. | **Teacher will monitor for collaboration and communication** |
| 5  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?)*  Students will match the quote to the character in a powerpoint. Students will explain why they believe the quote fits the character. |  |
| 30 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  *Students will discuss how dialogue can help to describe a person or character in text. Students will practice using dialogue to make inferences about a character.* | **Teacher will facilitate guided discussion during preview** |
| 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. |  |
| 15  Min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will read chapters 5 and 6 of Things Not Seen They will identify dialogue that describes their character as well as dialogue that helps them to make an inference of what their character will do in the next section of the book. | **Teacher will assess student discussion.** |
| 20 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 write a post using dialogue form the book to make an inference about what their character thinks will happen next to Bobby. | **Teacher will monitor student brainstorming** |
| 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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| **TIME** | **INSTRUCTIONAL SEQUENCE**  **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 | **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?)*  Students will respond to Bobby’s post on their Fakebook page. (Teacher will generate a fakebook post for students to respond to) | **Teacher will facilitate review.** |
| 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 instruct students on completing the following narrative assignment: Students will write a section of the novel as your fakebook character explaining to officials what has happened to Bobby. Students will have to include dialogue and include details that would be associated with the book and its characters. | **Teacher will facilitate guided discussion during reading** |
| 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… |  |
| 25  Min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will complete the narrative writing assignment as another character in the book. | **Teacher will monitor 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.** |