8th Grade ELA Lesson Plans

Teacher: McQueen Lesson Date: 10/26 – 10/30

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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 list 2 pieces of text evidence to support the theme that they wrote for “The Cask of the Amontillado”.  Students will share responses and class will comment on whether or not they have cited strong or weak evidence. | **Teacher will assess whether the citations are strong or weak evidence.** |
| 20  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 their constructed response on Edgar Allen Poe and “The Cask of the Amontillado”. |  |
| 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 | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Teacher will present powerpoint on verb mood (indicative, imperative, interrogative, subjunctive, and conditional). During presentation, students will take foldable notes. | **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)  Students will complete verb mood worksheet. Students are to work either individually or in groups in order to complete all questions. Teacher will monitor discussion for understanding and assist students. | **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?)*  **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 | **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 complete kahoot review of verb mood. |  |
| 15  min | **Group Practice/Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  **Scavenger Hunt:** Students will look through section of “The Cask of Amontillado” that has been read and look for 2 examples of each of the verb moods. | **Teacher will monitor student responses to activity and assist students.** |
| 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 | **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 preview book, *Things not Seen*, by Andrew Clements. Students will discuss a photo that is revealed piece by piece in a powerpoint. Students will discuss what they think the picture is about when each portion of the picture is revealed. | **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.)*  Introduction to Expository writing: Teacher will present powerpoint on expository writing. Teacher will review with students the parts of an essay (hook, bridge, controlling idea, body paragraph, transition, etc…) learned last quarter. | **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 begin brainstorming ideas for class essay. Students will take turns completing butcher paper idea web on board.  Essay topic: What does it mean to be misunderstood? Explain the consequences of being misunderstood | **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 | **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. |  |
| 5  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 with students the 5 verb moods. Students may study notes with partner or individually | **Teacher will facilitate review. Thumbs up/ thumbs down** |
| 15 min | **Individual Practice**:  Students will complete verb mood quiz | **Teacher will assess responses to quiz in order to determine student mastery.** |
| 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. |  |
| 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 demonstrate masterful reading of a section of “Things Not Seen.” Students are to read along during reading and participate in guided discussion. | **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… |  |
| 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 with students their idea web. Students are to begin merging like ideas and narrowing down topics to be discussed in class essay.  Students will create controlling idea | **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.** |