8th Grade ELA Lesson Plans

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

|  |
| --- |
| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **Lesson Plan timing may change due to testing schedule**  **W1: Write arguments to support claims with clear reasons and relevant evidence.**  **W1(a): Introduce Claims**  **W1(b): Support Claims**  **W1(c): Use words, phrases, and clauses to create cohesion and clarify the relationships among claims**  **W1(d): Establish and maintain formal style**  **W1(e): Provide a concluding statement**  **RL1: Cite textual evidence**  **RI1: Cite textual evidence**  **RL6: Analyze how point of view creates irony, suspense, humor** |
| **Lesson Objective/Learning Intention:**  **What will my students KNOW by the end of the lesson?**  Understand how irony affects the tone and mood of a story  Know the significant events of Edgar Allan Poe’s life and how they affected his writing  Understand the parts of an effective argument  **What will they DO to learn it?**  Identify the different types of irony in a text  Examine how irony affects the story by closely reading a text  Formulate effective arguments as a class to support class essay topic |

|  |  |  |
| --- | --- | --- |
| **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?)*  Think-Pair-Share: As students enter the classroom, the phrase “Keep your friends close and your enemies closer” will be projected on the board. Students are to think about their own response, pair with their elbow partner or table group, and discuss their opinions.  Following the think-pair-share, teacher will ask students who would like to share their response. Students may discuss each other’s ideas. | **Teacher will assess students on active participation during the sharing, communication, and collaboration.** |
| 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 be given an anticipation guide for “The Cask of Amontillado”. Students are to read through the statements on the guide, and respond whether they agree or disagree before we read the story.  Statements on the guide are as follows:   * Nobody attacks me and gets away with it * If someone insults me, I deserve revenge. * I should always defend my reputation, no matter what the cost. * It’s okay for me to punish others as I see fit – even it if means taking the law into my own hands. * Time eases a guilty conscience. * Guilt is relieved with confession. |  |
| 5  min | **Brain Break/Transition:** (*How will students take a break from learning to reset their brains & give them a moment to move with meaning?)*  **Pencil Flip Race:** Students will line up in two rows – each holding a pencil. Student 1 will flip their pencil and catch it. When successfully caught, they will pass their pencil and student 2 will flip both pencils and pass both when completed. This continues until the student at the end successfully flips all previous pencils. The row that finishes first wins. | **Teacher will monitor for collaboration and communication.** |
| 35 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 explain to student that we will be reading “The Cask of Amontillado” by Edgar Allan Poe. The statements from the anticipation guide are related to themes and ideas we will be encountering as we read.  Students will return to their anticipation guide. Teacher will read each statement aloud. Sides of the room will be labeled with “agree” or “disagree.” If student agrees with the statement, they will move to the “agree” side of the room, and vice versa. Students will be given the opportunity to explain their reasoning. Opinions are fluid, and if they change their mind as someone is speaking, they are free to move to the other side. | **Teacher will monitor discussion for respectful communication, participation, and ability to articulate ideas and opinions.** |
| 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.** |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Projector * Think-Pair-Share slide * “The Cask of Amontillado” Anticipation Guide * White Board * Expo Marker * Pictionary Topics * Agree/Disagree wall signs |

|  |  |  |
| --- | --- | --- |
| **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 from “Edgar Allan Poe” by Milton Meltzer (Green literature text book, pg. 242) for 15 minutes and complete a quick write on their reading for 5 minutes. This will be used to complete the day’s activity. (Teacher may read aloud, if desired).  **PC:** PC students will read a book of their choice for 15 minutes and complete a quick write on their reading 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?)*  Teacher will discuss with students what they have read in “Edgar Allan Poe.” What information did they find interesting? What information stuck out to students? Briefly discuss his life with students. | **Teacher will assess knowledge of what students read based upon class 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?)*  **Review Charades:** In this activity, students will play charades and compete in small groups. The teacher will prepare a set of cards with various concepts and vocabulary covered in class. One member of the group picks a card, and then acts out the concept for the group. The group has 1 minutes to guess that concept. Group members must march in place until they guess the concept or the time expires.  Sample topic cards  Verbal, gerund, infinitive, participle, Edgar Allan Poe, The Raven, Tell-Tale Heart, parts of an essay, active and passive voice, commas, ellipsis, dash. |  |
| 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 present mini lesson on writing a good conclusion via powerpoint presentation. Students will identify parts of a conclusion and compose a conclusion to an essay as a class.  Teacher will present students presentation on different types of irony (verbal, situational, dramatic). Students will complete guided Cornell notes on the presentation.  Following this, teacher will facilitate discussion over types of irony we’ve seen or heard about in our life. What are some examples of irony we have already read this year? Are there example of irony in your CLEAR books of choice? | **Teacher will monitor students note-taking as well as their contribution to the paragraph writing.** |
| 60 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will be using information gleaned about Edgar Allan Poe, using works they’ve read (The Tell-Tale Heart, The Raven (PC), and from Edgar Allan Poe) to complete a project about his life. Students will choose which project they’d like to work on (each student must turn in a project):  This project will be created over 2 class periods  **Facebook Page**: Students will create what they believe Edgar Allan Poe’s Facebook page would look like if he had an account today. Students will create the Facebook page on either chart paper or computer paper. Facebook page should include profile picture, about section, friends section, and 10 posts written as if they are Poe.  **Instagram Feed:** Students will create what they believe Edgar Allan Poe’s Instagram feed would look like if he had an account today. Students will create the Instagram feed on either chart or computer paper. Instagram feed should include a bio and 5 pictures with captions.  **Newspaper:** Students will create a newspaper about Edgar Allan Poe. Newspaper should be well designed and feature 5 articles.  **Plan a Party:** Students will put themselves in Edgar Allan Poe’s shoes and imagine they are planning a party he is hosting. Students should consider music, food, décor, and guests. | **Teacher will assess students on their creativity, accuracy of information, and ability to translate what they’ve learned about Poe into a modern context.** |
| 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.** |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Green literature text book * Instructions for Facebook, Instagram, Newspaper, and Party Planning Project * Chart paper * Computer paper * Coloring utensils |

|  |  |  |
| --- | --- | --- |
| **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 from “Edgar Allan Poe” by Milton Meltzer (Green literature text book, pg. 242) for 15 minutes and complete a quick write on their reading for 5 minutes. This will be used to complete the day’s activity. (Teacher may read aloud, if desired).  **PC:** PC students will read a book of their choice for 15 minutes and complete a quick write on their reading 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?)*  Teacher will discuss with students what they have read in “Edgar Allan Poe.” What information did they find interesting? What information stuck out to students? Briefly discuss his life with students. | **Teacher will assess knowledge of what students read based upon class 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?)*  “Nose, Lobe”: Have student stand up and for a little extra movement, have them switch places with another person. They don’t have to move their things; they’ll be back in their spots after the brain break ends. Students start by grabbing their noses with their left hand and grabbing their ***left*** earlobe with their ***right*** hand, then quickly switch so that their right hand is on their noses and their left hand is grabbing their right earlobe. |  |
| 90 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will be using information gleaned about Edgar Allan Poe, using works they’ve read (The Tell-Tale Heart, The Raven (PC), and from Edgar Allan Poe) to complete a project about his life. Students will choose which project they’d like to work on (each student must turn in a project):  **Facebook Page**: Students will create what they believe Edgar Allan Poe’s Facebook page would look like if he had an account today. Students will create the Facebook page on either chart paper or computer paper. Facebook page should include profile picture, about section, friends section, and 10 posts written as if they are Poe.  **Instagram Feed:** Students will create what they believe Edgar Allan Poe’s Instagram feed would look like if he had an account today. Students will create the Instagram feed on either chart or computer paper. Instagram feed should include a bio and 5 pictures with captions.  **Newspaper:** Students will create a newspaper about Edgar Allan Poe. Newspaper should be well designed and feature 5 articles.  **Plan a Party:** Students will put themselves in Edgar Allan Poe’s shoes and imagine they are planning a party he is hosting. Students should consider music, food, décor, and guests. | **Teacher will assess students on their creativity, accuracy of information, and ability to translate what they’ve learned about Poe into a modern context.** |
| 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.** |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Green literature text book * Instructions for Facebook, Instagram, Newspaper, and Party Planning Project * Chart paper * Computer paper * Coloring utensils |