8th Grade ELA Lesson Plans

Teacher: McQueen Lesson Date: September 14, 2015

|  |
| --- |
| **GSE Assessment Limits/Standards:** *(What are the skills being taught? Which standards are being specifically addressed in this lesson?)*  **RI8 – Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduce.**  **W1 – Write arguments to support claims with clear reasons and relevant evidence.**  **RL1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **RL2 – Determine a theme and/or central idea of a text and how it is conveys through particular details; provide a summary of the text distinct from personal opinions or judgments**  **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**  **L1 – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking**  **L1(a) – Explain the function of verbals (gerunds, participles, infinitives)**  **L2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing**  **L2(a) – Use punctuation (comma, ellipsis, dash) to indicate a pause or break** |
| **Lesson Objective/Learning Intention:**  **What will my students KNOW by the end of the lesson?**  **a. Students will introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.**  **b. Students will support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.**  **c. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.**  **d. Students will establish and maintain a formal style.**  **e. Students will provide a concluding statement or section that follows from and supports the argument presented.**  **f. Students will identify verbals and commas in a sentence. Students will demonstrate understanding of the function of verbals and commas.**  **What will they DO to learn it?**   * **Students will compose an argumentative essay by the end of instruction through scaffolded and tiered activities. Students will produce one essay as a class for the purposes of guiding students through the essay development process.** |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Monday** | **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 text of their choice for 15 minutes and complete a quick write on a topic of their choice 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?)*  Restroom Break and Walk. |  |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)* **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 Verbals review questions in their notebooks.  Verbals Questions include:  *Identify and label the verbals in the following sentences.*   1. A new tennis ball, **covered** thickly with fuzz, bounces a bit slowly. **(Participle)** 2. A hummingbird, **seeking** food, came to our red azalea blossoms. **(Participle)** 3. Paddling a canoe is not my idea of an easy way to travel. **(Gerund)** 4. The Wright Brothers, **making repeated** flights, won little attention. **(Participle x 2)** | **Teacher will assess understanding of verbals through student responses to review questions.** |
| 20 min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Review with students the 3 types of verbals (gerunds, participles, and infinitives). Focus on the different functions a verbal can serve in the sentence. Following review, students will re-visit and complete the Verbals task card activities. | **Teachers will assess understanding through responses to task card and one-on-one assistance.** |
| 30  sec | **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: Students are to practicing listening skills by following instructions. One person will be selected to be ”simon”. “Simon” will give directions to the rest of the class by saying “simon says” and giving a direction. “Simon” will also give directions without saying “simon says”. Students who follow directions that do not begin with “simon says” are out of the game. |  |
| 20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Students will continue reading and marking up the text, ‘Marvel Top 10 Superheroes” Students will find textual evidence to support the theme. Students will use the “READ like a Rockstar” Strategy for marking up he text together as a class and find textual evidence to support the theme of the piece. | **Teachers will assess students’ understanding of through their reading comprehension and response to discussion questions.** |
| 35 min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Assign students to three groups. Each group will work on creating an argumentative writing table for one of the claims of the class essay.   |  |  | | --- | --- | | **Prompt** | Should parents allow their children to make their own decision? | | **Claim** |  | | **Counterclaim** |  | | **Reason** |  | | **Evidence** |  |   Teacher will assist students in developing strong claims and relevant evidence.  **Extension/Enrichment:** Allow students to use their phones to research evidence and examples. |  |
| min | **Independent Practice**: *(individual practice, discussion, writing process.)*  Students will complete the chart in Small Group Instruction with minimal to no additional assistance on an additional body paragraph. | **The teacher will assess students’ ability to collaborate, as well as ability to construct a controlling idea and claims/counterclaims to match.** |
| 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!” | **Teachers will assess students’ understanding by examining student questions.** |
| **HW** | Homework: Students will Read their own articles and mark up the text using the “Read Like a Rockstar Strategy” |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * Verbals review questions * Verbals Practice questions * “Marvel’s Top 10 Superheroes” * Chart paper |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Wednesday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 15 min | **C.L.E.A.R.**  Students will read a text of their choice for 10 minutes and complete a quick write on a topic of their choice for 5 minutes. |  |
| 30  sec | **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?)*  Balloon Relay: Students are in teams of four lined up on opposite sides of the room. Students are to toss a balloon in the air and hit it back and forth amongst their team mates. They are avoid having the balloon hit the floor. |  |
| 5 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will develop a Thesis Statement based on the information that they learned having read the article on the superhero that they selected. | **Teacher will assess how well they understood their homework assignment and what they have learned about writing Thesis Statements** |
| 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?)*  **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will present PowerPoint on ellipses and dashes. Students will create and take Cornell style notes while viewing the PowerPoint. | **Teacher will monitor student completion of Cornell notes and assess understanding through questions throughout PowerPoint.** |
|  | **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: Students are to practicing listening skills by following instructions. One person will be selected to be ”simon”. “Simon” will give directions to the rest of the class by saying “simon says” and giving a direction. “Simon” will also give directions without saying “simon says”. Students who follow directions that do not begin with “simon says” are out of the game. |  |
|  |  |  |
| 10  min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Teacher will introduce ellipsis to class by explaining how it is used in writing.  An Ellipsis is a series of three dots (...) which shows that some text has been left out.  An ellipsis is used to shorten a passage.  The omitted text does not change the meaning of the original text and is unnecessary to its meaning.  Activity- Teacher will write sentences on the board. **The guest who visited the school on Thursday afternoon were impressed by the library.**  Sentence with ellipsis,  The guests... were impressed by the library.  Teacher explains...  Note there is a space before and after the ellipsis.  If the ellipsis comes at the end of the sentence, the ellipsis is followed by a space and a period.  Another example.  **The parade had clowns, floats and a brass band which wore blue uniforms.**  Sentence with ellipsis,  The parade had clowns, floats and a brass band ....  **Group Activity-Students will then complete a sentence with word strips and ellipsis.**  **- - - - - - - - - - - - - - - - - - -**  *Dash*  Teacher will explain to students how a dash is used in writing.  A dash can help vary your sentence structure and create more energy in your writing.  A ash is a strong dramatic mark that often misused or overused. Dashes are used to expand upon information.  --A pair of dashes can be used to set off information introduced by phrases such as *for example*, *namely*, and *that is.*  *Student example-* ***Students should generally--for example , in essays--have a thesis at the end of an introduction.***  A dash is often used to link clauses, especially of the clause that follows the dash explains, summarize, or expands the clause in some way.  Student example,  **The papers were finally grades--every student received a passing grade.**  A dash may introduce a summary statement that follows a series of words or phrases  Student example-  **Shopping, arcades, and restaurants--there was something for everyone.**  **Group activity- Each group is given two sentences without the dash.  The students will write sentence with the dash.** |  |
| 20 min | **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)*  Students will review their article and complete an argumentative writing table for their body paragraphs. Students will include the topic for each of their body paragraphs in order to help students to remain focused on their thesis statement.     |  |  | | --- | --- | | **Topic** |  | | **Prompt** | \_\_\_\_\_\_\_\_\_ is the best Marvel Superhero. | | **Claim** |  | | **Counterclaim** |  | | **Reason** |  | | **Evidence** |  |   Teacher will assist students in developing strong claims and relevant evidence.  **Extension/Enrichment:** Allow students to use their phones to research evidence and examples. | **Teachers will assess students’ understanding of through their reading comprehension and response to discussion questions.** |
| 30  sec | **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?)*  Heads Up/Seven Up: Students will begin by selecting seven participants. The seven students will stand at the front of the room. The remaining class members will place their heads on their desk with one thumb out.. The seven students at the front of the room will go around the room and select seven students by gently touching their thumb. The students who were selected will guess which fellow class member selected them. |  |
| 15  min | **Small Group Instruction:** (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  Students will continue completing argumentative writing tables. | **The teacher will assess students’ misconceptions and understandings of developing strong claims through their evaluations.** |
| 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!” |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * “Read Like a Rockstar” Active reading strategy * Individual Marvel Superhero articles * Cornell Notes * Argumentative Writing Tables |

|  |  |  |
| --- | --- | --- |
| **TIME** | **INSTRUCTIONAL SEQUENCE**  **Friday** | **FORMATIVE ASSESSMENT** |
|  |  | Note: A variety of formative assessments should be used at key points throughout the lesson. |
| 10 min | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  Students will be given a short review over the material on the 4.5 assessment. Students will be verbally asked questions about verbals, commas, and argumentative essays to review for the 4.5 assessment. Students will be encouraged to ask any questions they may have before the assessment. | **Teachers will assess understanding via student explanations.** |
| 30 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?)*  **Whole Group Instruction:** *(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, and/or writing process.)*  Students will be given 4.5 assessment to take over verbals, commas, and argumentative essays | **Teachers will assess understanding through 4.5 assessment answers.** |
| 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?)*  *Meet Me in the Middle*  Students are paired with a partner. Partners stand on opposite sides of the classroom (or hallway) facing each other, one on one.  Description: 1. Call out an activity to do. Students walk to the center and meet their partner to do the activity. 2. After completing the activity, students turn and walk back to their original places. 3. Add 1 activity each time. For example: 1st time – meet partner in the middle and do a righthanded high five. 2nd time – right-handed high five, add left-handed high five. 3rd time – right-handed high five, left-handed high five, call out favorite physical activity. 4. Add more of the activities: left-handed low five, over the top (back to back), shoot through legs (back to back), right shoe sole, left shoe sole, curl-up five.  Determine which pair of students can accurately remember the most combinations | **The teacher will monitor listening, collaborative, and communication skills.** |
| 5  min | **DLIQ:**  Students will complete their DLIQ for today’s lesson. | **Teachers will assess students’ understanding by examining student questions.** |
|  |  |  |

|  |
| --- |
| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*   * 4.5 Assessment |