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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 1/30/17 | | | |
| **Unit Vocabulary: Various Literary Terms (34)** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **Common Core Standard(s)**:  **ELACC8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELACC8SL1:** Engage effectively in a range of collaborative discussions wit diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | | **Common Core Standard(s)**:  **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**: **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis o what the text says explicitly as well as inferences drawn from the text. **ELACC8RL2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELACC8SL1:** Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others’ ideas and expressing their own clearly. **ELACC8SL2:** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **ELACC8SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive detail, and well-structured event sequences. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Objectives:** I can: determine how a writer creatively inspires the reader to research further into a topic. | **Objectives:** I can: affectively write my even though I am not famous yet. | | **Objectives:** I can: appreciate and analyze how life has changed in the past. | **Objectives:** I can: identify characters’ actions and experiences and translate them into different genre. | **Objectives:** I can: understand epistolary writing and can demonstrate its use. |
| **Mini Lesson:** Students will discuss how while reading a book sometimes it makes them want to know more about a topic. In the class pods students will research a particular topic and present the information to the class in any format.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will work on active and passive voice in IXL. Students will then complete the ABC chart on themselves.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will interview to older adults and compare how times have changed. Students will read chapter five in the novel text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will create a 4 stanza poem about Jimmy Carter using the information they have read in his autobiography in their interactive notebook showing they can change text into a different genre. They can also work on any missing work for class and continue reading chapter 5 of novel text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will write a letter to Jimmy Carter as a journal or diary of things they were thinking as they read his autobiography. Students to finish chapter 5 and all missing work.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Pod Groups  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None |
| **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None | **Assessment:**  *Pre-Test:* None  *Post-Test:* None  *Formative:* Observation  *Summative:* None  *Performance Based:* None |
| **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** | **Homework: Unfinished Work and Reading** |

Resources and Reflective Notes:   
**Novel Study:** An Hour Before Daylight by Jimmy Carter plus student choice book.

**Disclaimer:** Lesson Plans are subject to change!

**Vocabulary:**

**Research Topics**: Sumter County; Archery, GA; Cigarettes/Cancer; Plains, GA; History of the Peanut; Song/Art representing Carter