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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 1/9/17 | | | |
| **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)**:  **ELACC8RL3:** 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. **ELACC8L5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **ELACC8L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **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. | **Common Core Standard(s)**:  **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **ELACC8L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **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)**:  **ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | **Common Core Standard(s)**: **ELACC8RL7:** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **ELACC8W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELACC8SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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. | **Common Core Standard(s)**:  **ELACC8RL7**: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  **ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **ELACC8W4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **ELACC8W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **Objectives:** I can:incorporate and recognize sentence fluency and sentence variety in my work. | **Objectives:** I can:understand how verbs function as other parts of speech and analyze the difference between transitive and intransitive verbs. | | **Objectives:** I can: relate my personal experience relate to the events in this text. | **Objectives:** I can: distinguish the reasons for common differences between visual and written texts. | **Objectives:** I can: effectively analyze visual text. |
| **Mini Lesson: S**tudents will turn in chapter 1 study guide questions for novel text. Students will find 2 sentence variations (simple, compound, complex, compound-complex) from their reading and place in interactive notebook page 2. Students will also diagram one of each kind. If time allows begin reading Chapter 2.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson: S**tudents will review direct/indirect objects and verbal forms. Students will identify 2 sentences of verbal forms from novel text. Also, locate and write 2 sentences that have transitive verbs in them and then identify the direct object.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will watch a video on sharecropping/tenant farming then create a Venn diagram stating similarities and differences to slavery. Students will then complete a sharecropping activity and respond to prompt.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will work on completing the reading for chapter 2 and any unfinished work.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will respond to prompt in interactive notebook. Students will continue reading chapter 2 in novel text.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Peer  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Peer  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Groups  *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:* Test  *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:** commissary

**Prompt**: In the extended text, An Hour Before Daylight, Jimmy Carter has a very close circle of family and friends he can turn to in times of trouble. Consider a time in your life when you lacked the experience and knowledge to deal with a particular problem. To whom did you turn for help—a parent, grandparent, teacher, coach, older sibling, or someone else? Why did you choose that person to guide you and help you resolve your conflict? In recounting your narrative, use dialogue to relate conversations between yourself and the other person to enhance the story**.**

**Prompt:** Writing prompt for mini-writing assessment on visual vs. written text: Compare and contrast an author’s written text to the film. Why do you think each chose her or his respective narrative structure? Which version is more successful at heightening the narrative suspense? Which version does a better job focusing on humorous events and situations? Be sure to support your opinions with plenty of textual evidence from both versions of the text.