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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 8/1/16 | | | |
| **Unit Vocabulary:** | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **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. | **Common Core Standard(s)**:  **ELACC8RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **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. | | **Common Core Standard(s)**:  **ELACC8RI10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | **Common Core Standard(s)**:  **ELACC8RI10:** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.  **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | **Common Core Standard(s)**:  **ELACC8RI2:** Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **ELACC8RI3:** Analyze how a texts makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **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.  Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| **Objective: I Can-** understand how the historical context of a text impacts my reading/understanding of the content? | **Objective: I Can-** understand how the historical context of a text impacts my reading/understanding of the content? | | **Objectives:** I can: ask questions/make annotations when reading a text. | **Objectives:** I can: locate and use resources in the media center. | **Objectives:** I can: identify the elements of autobiographical genre. |
| **Mini Lesson:** Class will go over rules of the classroom and expectations of the teacher. Students will make name tags so the teacher can remember their names! Students will tell something about themselves that no one else knows and teacher will tell about herself. | **Mini Lesson:** As a warm-up students will write an essay in their composition notebooks describing their town (using introduction, body paragraphs, and conclusion) and draw an illustration of what it looks like. As a whole the class will discuss shows/movies that depict/exemplify the south. Class will discuss novel study for the new nine weeks. Also, teacher will begin reading with the class the first 2 chapters of novel study. Students will then read chapters 3 and 4 by themselves.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel | | **Mini Lesson:** Students will complete warm up one revising/editing technique of essay from yesterday. Students will watch prezi on Olive Ann Burns, author of novel study. Students will record three passages from first 4 chapters and respond to them in their journals. Then they will start vocabulary in journals for the novel. Then read chapters 5 and 6 of the novel.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel, composition book | **Mini Lesson:** Students will go to the media center for instruction on use and resources. Students will complete work from the prior day. Students will read and catch up on novel chapters.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel. | **Mini Lesson:** Students will complete warm up one revising/editing technique of essay. Class will explore the genre of the novel. Students will create a Cold Sassy Family Tree in their composition books. As an assignment they will create a family tree of their own family. Class will review literary term definitions: allusion, character, setting, etc. Test to follow next week. Students will read Chapters 7 and 8 in novel.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel, handout |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* whole classAss*essment:* Observation | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* whole class/individual  Ass*essment:* Observation | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual/Whole Class  *Assessment: Observation* | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* Observation | **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:** Cold Sassy Tree plus a novel of the students choice on their lexile level about approaching adolescence and adulthood.

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