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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 8/15/16 |
| **Unit Vocabulary:** genteel, lockjaw, chiffarobe, trestle, privie, pottage, buster, suffragette, arbor, booger |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**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)**:**ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**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)**:**ELACC8RL5**: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning andstyle.**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. | **Common Core Standard(s)**:**ELACC8RL5**: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.**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. | **Common Core Standard(s)**:**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.**ELACC8RL3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.**ELACC8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content. |
| **Objectives:** I can: support my discussion and claims with textual evidence. | **Objectives:** I can: support my discussion and claims with textual evidence. | **Objectives:** I can: compare the difference between the movie versions from the text. | **Objectives:** I can: master the use of verbal’s in my writing; compare the difference between the movie versions from the text. | **Objectives:** I can: understand the poetry terms and use them to understand poem discussions in class. |
| **Mini Lesson:** Students will complete warm up revising/editing the introduction. Class will summarize chapter 12, stating its significance. Students will begin to create a character analysis paper using a rubric. Students will read through Chapter 16 in novel. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel, handouts | **Mini Lesson:** Students will complete warm up revising/editing the conclusion. Students will continue to work on character analysis paper. Students will read through chapter 18. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel, handouts | **Mini Lesson:** As warm-up students will add 3 prepositional phrases to their story. Students will watch a portion of the movie version of CST. They will compare/contrast what they have seen to what they have read as a ticket out the door answering questions. Students will take a literary term quiz.**Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book, movie | **Mini Lesson:** Students will take a test on verbals. Students will read through chapter 20. Students will rewrite story (essay) in google classroom and work on character analysis. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel. | **Mini Lesson:** Students will take a pre-test on poetry terms. Students will take a test on the first 17 chapters in the novel. Class will work to complete all of the assignments and to complete reading through chapter 20. Working on missing assignments and writing assignments.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual *Assessment:* None | **Differentiation:***Content/Process/Product:* Poem*Grouping Strategy:* individualAss*essment:* Poem | **Differentiation:***Content/Process/Product:* response to?’s*Grouping Strategy:* Individual*Assessment: Literary Term Test* | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* Verbals | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual *Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: None**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Poem**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Literary Term Test*Performance Based:* None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative:* Observation*Summative:* Verbals*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!

**Discussion Questions:** What does the sassafras tree signify in the novel? Why does Will like Lightfoot McClendon? How does Will feel about the other Mill children? Who is Loomis?

**Comparison Questions**: Does each of the characters look the way you pictured them? Why or why not? In what way? Do you feel that the film captured important character details comparable to the novel? Why or why not? Has this film strengthened your understanding of the characters and their development so far? Why or why not? What might the directors of the film have done differently to better portray the characters?