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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 8/22/16 |
| **Unit Vocabulary:** genteel, lockjaw, chiffarobe, trestle, privie, pottage, buster, suffragette, arbor, booger, creosote, veranda, katzenjammer kids |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **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.**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. | **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.**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. | **Common Core Standard(s)**:**ELACC8RI1:** Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**ELACC8RI6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting points of view.**ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.**ELACC8SL2:** Analyze the purpose of information presented in diverse media formats and evaluate the motives behind its presentation.  | **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.**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. | **ELACC8RI1:** Cite the textual evidence that most strongly supports an analysis of what they text says explicitly as well as inferences drawn from the text.**ELACC8RI2:** Determine the central idea of a text analyze its development over the course of a text, including its relationship to supporting ideas; provide an objective summary of the text.**ELACC8W10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.**ELACC8W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences. |
| **Objectives:** I can: understand how poetry enables us to give voice to our sense of self; explain poetic devices. | **Objectives:** I can: understand how poetry enables us to give voice to our sense of self; explain poetic devices. | **Objectives:** I can: see how preconceived notions affect our reading/understanding of a text; move past “what I thought I knew”. | **Objectives:** I can: understand how poetry enables us to give voice to our sense of self; explain poetic devices. | **Objectives:** I can: explain different authors approach a similar concept. |
| **Mini Lesson:** Students will take a pretest on poetry terms. Class will read poems in textbook and discuss. Then students will complete assignments on two other poems. Students will read through Chapter 22 in novel. **Activating Strategies:** Previous lessons**Resource/Materials:** textbook, novel, close reader | **Mini Lesson:** Students will write a story about an important event in their lives, remembering editing techniques. Class will read “Where I’m from poem” and discuss. Teacher will share her poem. Students will write 2 letters to themselves in the future overcoming teenage problems. Students will create their own “Where I’m from” poem. Students will read through chapter 22. Students can work on Character Analysis paper.**Activating Strategies:** Previous lessons**Resource/Materials:** paper, novel, handouts | **Mini Lesson:** Students will finish writing story. Students will read the article “Who are the 99?” and discuss. Students will then answer question in composition books. What stereotypes have you experienced? Have you stereotyped someone? Reflect in composition book any stereotypes you have read about in CST. Students will read through Chapter 24.**Activating Strategies:** Previous lessons**Resource/Materials:** novel, composition book, article | **Mini Lesson:** Students will make any necessary changes to their story. Students will read through chapter 26. Students will work on any work they are behind on. **Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel. | **Mini Lesson:** Students will take notes in class on point of view. Class will read Raymond’s Run and excerpt from Hunger Games. Using Venn diagram students should compare/contrast stories in their composition book noting point of view. Students will answer prompt in literature notebook in two paragraphs. Students will read through Chapters 28.**Activating Strategies:** Previous lessons**Resource/Materials:** composition book, novel |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* group/whole class *Assessment:* None | **Differentiation:***Content/Process/Product:* Poem/letter*Grouping Strategy:* individualAss*essment:* Poem | **Differentiation:***Content/Process/Product: Response**Grouping Strategy:* group*Assessment: None* | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Group *Assessment:* None |
| **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Observation**Summative:* None*Performance Based****:*** None | **Assessment:***Pre-Test:* None*Post-Test:* None*Formative: Poem/Letter**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!

**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?

**Prompt:** Have students respond to the following prompt in literature notebook-“What stereotypes (gender, cultural, social, economical, geographical, etc) have you experienced in your life? Have you ever been told you can’t play a sport because you are a girl? Have you ever been stereotyped as “slow” because you are from the south? Etc)

**Narrative:** In the short story, “Raymond’s Run” the main character Squeaky puts her brother’s success ahead of her own personal goals. In a similar but also vastly different manner Katniss puts Prim’s needs and well-being ahead of her own desires. Think of a time in your life when you have put someone else’s needs or wants, like a family member or friend, ahead of your own desires. Consider your choice, did your situation mirror Katniss’s decision or was it more closely related to the Squeaky’s dilemma? Convey to an audience of your peers what the circumstances of that time were, who you sacrificed for and what lead you to that decision. Incorporate figurative language into your writing.