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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 8/8/16 | | | |
| **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)**:  **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. | **Common Core Standard(s)**:  **ELACC8W10:** Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.  **ELACC8L4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | | **Common Core Standard(s)**:  **ELACC8RI6:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **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. | **Common Core Standard(s)**:  **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **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. |
| **Objectives:** I can: identify the elements of autobiographical genre. | **Objective:** I Can: distinguish the differences in the types of characters. | | **Objectives:** I can: compare different authors writing in the same genre. | **Objectives:** I can: master the use of verbal’s in my writing. | **Objectives:** I can: work to catch up on the work assigned. |
| **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 5-8 in novel.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel, handout | **Mini Lesson:** As a warm-up students will be working on great writing skills. In composition book student will take notes on Characterization. Students will complete character chart on each character in novel and then complete one on them. Students will then write a “Who I Am Poem”. Students will read chapters 9 and 10.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel, handouts | | **Mini Lesson:** As a warm-up students will be working on great writing skills. Students will read excerpt from “Soul Surfer” and compare it to novel. In literature notebooks have students reflect on the different nuances in author style and purpose in their literary notebooks and respond to the prompt: *I feel that I have a deeper connection or understanding to the family or history of (Burns, Hamilton) because…* (Citing textual evidence). Also, in composition books students will research a song that depicts the south and relates to CST. They will write that part in book and explain connection. Students will read chapters 9 and 10.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel, composition book, computer | **Mini Lesson:** As a warm-up students will be working on great writing skills. Students will create 7 sentences of each type of verbal. Students will read and catch up on novel chapters 11-12. Study for test on verbals.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel. | **Mini Lesson:** As a warm-up students will be working on great writing skills. Class will work to complete all of the assignments and to complete reading through chapters 14.  **Activating Strategies:** Previous lessons  **Resource/Materials:** composition book, novel |
| **Differentiation:**  *Content/Process/Product:* Family Tree  *Grouping Strategy:* Individual  *Assessment:* Family Tree | **Differentiation:**  *Content/Process/Product:* Poem  *Grouping Strategy:* individual  Ass*essment:* Poem | | **Differentiation:**  *Content/Process/Product:* response to?’s  *Grouping Strategy:* Individual  *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: Family Trees*  *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:* 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!