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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 1/23/17 | | | |
| **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)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **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. **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)**:  **ELACC8RL1:** 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. **ELACC8RL4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  **ELACC8RL6:** Analyze how differences in the points of view of characters and the audience or reader create such effects as suspense or humor. **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | **Common Core Standard(s)**:  **ELACC8L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **ELACC8L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **ELACC8L3:** Use knowledge of language and its conventions when writing, speaking, or listening. | **Common Core Standard(s)**: **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. **ELACC8W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | **Common Core Standard(s)**:  **ELACC8RL1:** Cite the textual evidence that most strongly supports an analysis o what the text says explicitly as well as inferences drawn from the text.  **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.  **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. |
| **Objectives:** I can: compare/contrast one author’s use of figurative language compare to another. | **Objectives:** I can: affectively use active and passive voice and understand a writer’s purpose. | | **Objectives:** I can: identify the ways in which subjects and verbs must agree. | **Objectives:** I can: effectively demonstrate what I have learned in this text study. | **Objectives:** I can: research further into a topic I have read about. |
| **Mini Lesson:** Students will discuss as a whole class the biography of Maya Angelou and her connection to GA. Class will read two of her poems and discuss figurative language in them. They will then complete reading chapter 3 of novel text. | **Mini Lesson:** Students will research in novel text for 2 active voice and 2 passive voice sentences. They will copy them into the interactive notebook and then turn them into the opposite. Students will listen to some chain gang music from early 1900s. Students will begin research on Talmadge and Roosevelt.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | | **Mini Lesson:** Students will work on subject-verb agreement on IXL for a grade. Students will then read chapter 4 in novel text and answer questions along with completing vocabulary for chapter 4.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will complete a one page essay in their interactive notebook on the topic given. They can also work on any missing work for class.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text | **Mini Lesson:** Students will topics that have or will be discussed in the novel text. Students will work on missing work.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel text |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Whole class  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  *Assessment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Peer Groups  *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:** An Hour Before Daylight by Jimmy Carter plus student choice book.

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

**Vocabulary:**

**Prompt**: We have read poems by GA author Maya Angelou and have read a poem and a short story about sharecropping by authors associated with Georgia. We are also reading about Jimmy Carter in his biography “An hour before daylight”. Explore what you have learned in the past few weeks and tell me what new things you have learned about Georgia. Cite textual evidence from anything we have used in class since the beginning of January.