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| **Grade Level:** 8 | **Teacher/Room**: Dr. Nelson Room 149 Week of: 2/13/17 |
| **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)**:**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.**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.**ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **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. **ELACC8RI2:** Determine a 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 text makes connections among and distinctions between individuals, ideas, or events. **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.**ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | **Common Core Standard(s)**:**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)**: **ELACC8SL1:** Engage effectively in a range of collaborative 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. **ELACC8LS4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **ELACC8SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | **Common Core Standard(s)**:**ELACC8RI3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.**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.**ELACC8RI5:** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. |
| **Objectives:** I can: understand family relationships and how they affect my life. | **Objectives:** I can: analyze the process of what it takes to make a pizza. | **Objectives:** I can: write an argumentative essay.  | **Objectives:** I can: integrate newly acquired knowledge into an organized, structured, student-led group discussion. | **Objectives:** I can: understand and perform in a small way the aspects of farming. |
| **Mini Lesson:** Students will think about, discuss, and work on items in class about family relationships and how even though they are different types of families they all can work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will complete activities on how food gets from the farm to the table. Students will begin reading chapter 8.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will write an argumentative essay on a specific topic. Students will read chapter 8 in the novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will watch short videos from the Jimmy Carter Historical site about national parks and former Pres. Carter. They can also work on any missing work for class and continue reading chapter 8 of novel text.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text | **Mini Lesson:** Students will plant a vegetable seed and take care of their plants. Students will complete any missing work.**Activating Strategies:** Previous lessons**Resource/Materials:** novel text |
| **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual/Peers*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Groups*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Individual*Assessment:* None | **Differentiation:***Content/Process/Product:* None*Grouping Strategy:* Group*Assessment:* None | **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:** An Hour Before Daylight by Jimmy Carter plus student choice book.

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

**Vocabulary: rudimentary, omniscient, infallible, spasmodically**