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| **Grade Level:** 8 | | **Teacher/Room**: Dr. Nelson Room 149 Week of: 9/26/16 | | | |
| **Unit Vocabulary:** annulled, grip,predestination, gelding, truck, sacrilegious, excrement | | | | | |
| **Instructional Strategies Used: Lectures, Peer Work, Independent Work** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Common Core Standard(s)**:  **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.  **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. | **Common Core Standard(s)**:  **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.  **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 | | **Common Core Standard(s)**:  **Various** | **Common Core Standard(s)**:  **ELACC8L1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  b. Form and use verbs in the active and passive voice.  **ELACC8RL10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  **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)**:  **Various** |
| **Objectives:** I can**:** improve my Lexile score by reading. | **Objectives:** I can**:** determine the structure of a specific paragraph, including particular sentences, develop and refine key. | | **Objectives:** I can: describe the difference between the movie and the novel. | **Objectives:** I can: use of active and passive voice to affect the writer’s purpose. | **Objectives:** I can: evaluate career choices for my future. |
| **Mini Lesson**: Students will complete an Achieve 3000 assignment. Students will work on their DAR essay and their book reports.  **Activating Strategies:** Previous lessons  **Resource/Materials:** computer, rubrics | **Mini Lesson**: Students will respond to quotation in their composition books in regards to figurative language. Students will find a memorable paragraph from CST and explain what made it memorable to them.  **Activating Strategies:** Previous lessons  **Resource/Materials:** novel, composition book | | **Mini Lesson:** Students will watch the movie version of the novel and have a character party, southern style.  **Activating Strategies:** Previous lessons  **Resource/Materials:** N/A | **Mini Lesson:** Students will read the excerpt from “To Kill a Mockingbird” then extract active and passive voice sentences and write in composition book. Students will work on other assignments and missing work.  **Activating Strategies:** Previous lessons  **Resource/Materials:** excerpt, composition book | **Mini Lesson:** Students will go to a career fair at the high school to evaluate their life’s choices.  **Activating Strategies:** Previous lessons  **Resource/Materials:** N/A |
| **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* Individual  Ass*essment:* None | **Differentiation:**  *Content/Process/Product:* None  *Grouping Strategy:* individual  Ass*essment:* 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:* 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: 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:** Cold Sassy Tree plus a novel of the student’s choice on their lexile level about approaching adolescence and adulthood.

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

“A mother cow and her calf were hanging around just inside the fence, close enough for some of us to reach out and touch. Then as we watched in amazement, the mother—who, you must understand, was a lot taller than her offspring—backed up to the calf and pooped on its head. Until Mrs. Care finally wiped it off, the poop just stayed there, like a brown beret. Was it my imagination, or did the calf really have an expression on its face, as if to say, “Hey Ma—wha’d I do?”