

# JMS Lesson Plan

<b>Teacher</b>	Tommy Smith	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning: 8/22/16</b>	<b>Ending: 8/26/16</b>	<b>Grades:</b> 8
<b>Standard(s):</b>	ELAGSE8RL4, ELAGSE8SL1 & ELAGSE8L4		
<b>I Can . . .</b>	<p>I can determine a <b>theme</b> of a text and analyze its development.</p> <p>I can analyze how particular lines of <b>dialogue</b> or incidents propel action.</p> <p>I can analyze how differences in the <b>points of view</b> of characters create suspense.</p> <p>I can cite <b>textual evidence</b> that most strongly supports an analysis of the text</p> <p>I can create clear and coherent writing.</p>		
<b>This Week:</b>	<p><b>Monday-</b> Review-Point of view--through a prezi. Have students take notes using a graphic organizer (they will be required to apply what they have learned about point of view in relation to the novel we are currently reading). Read Ch. 7 and complete assignment on point of view (<b>teacher read aloud</b>)</p> <p><b>Tuesday-</b> Review point of view using a kahoots. Read Ch.7-8 and identify whose point of view this chapter is being told from. Give specific evidence for your answer (<b>PALS strategy</b>--give each group a different page to read and then they must summarize using the most important information from that paragraph).</p> <p><b>Wednesday-</b> Read 7-8 and identify the development of the character of Ben. (<b>Mix of read aloud and PALS strategy.</b>)</p> <p><b>Thursday-</b> Read Ch.9-10. Students will complete a timeline of the major events so far (<b>Mix of read aloud and PALS strategy.</b>) Students will be given their task, they will be given important events in the chapters and then they must sequence them. After sequencing them they must identify what they believe has been the most important event in the story. They must give specific reasons and evidence for their idea.</p> <p><b>Friday-</b> Read Ch. 10-11, open response questions on these chapters.</p>		
<b>DOK Level</b>	<b>Activities / Assignments / Questions</b>		<b>Assessment</b>
<b>Remediation</b>	Review what point of view is.		<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other
<b>2</b>	Point of view assignment Ticket out the door		<input type="checkbox"/> Formative <input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal

		<input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other – Literature Circles
<b>3</b>	Point of view assignment Constructed Response Questions	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input checked="" type="checkbox"/> Other – Literature Circles
<b>4</b>		<input type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other –
<b>Summarizing Activity:</b>	Ticket out the door.		
<b>Resources</b>	Prezi The Incident on Hawk’s Hill Kahoots Prezi		