

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 11/7/16	Ending: 11/11/16	Grades: 8
Standard(s):	ELAGSE8RL1, ELAGSE8RL3, ELAGSE8RL4, ELAGSE8L6, ELAGSE8W4, ELAGSE8W9, ELAGSE8W10, ELAGSE8SL1, ELAGSE8SL6, ELAGSE8L5		
I Can . . .	<p>I can cite textual evidence that supports inferences.</p> <p>I can analyze how dialogue or incidents in a drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>I can determine the meaning of words and phrases in a text.</p> <p>I can analyze how different points of view create suspense.</p> <p>I can produce clear and coherent writing.</p>		
This Week:	<p>Monday-Friday- Ticket out the Door Activity- Summary of the scenes that the students have read during the class that day. This will be used as a formative assessment to check understanding of the content.</p> <p>Monday- Scholastic Warmup Begin Act 1, Scene 4</p> <ul style="list-style-type: none"> ○ Most classes will begin reading the 4th scene of the play by this point. All classes will finish Act 1 within one day of the other classes finishing the Act. ○ p. 299- “Discussion vs. Quarrel” Denotation and Connotation discussion ○ The Big Ticket Question- <ul style="list-style-type: none"> ▪ “With the addition of a new person in the Annex, what predictions can we make about the change in relationships with the people already there (Franks and Van Daans)?” <p>Tuesday- In-service Day No School for Students</p> <p>Wednesday- Scholastic Warmup</p> <ul style="list-style-type: none"> ○ Read Act 1, Scene 5 ○ Mrs. Burton will be modeling the facilitation of the reading with the students throughout the class’s reading of Act 1, Scene 5. <p>Thursday- Diary Entry Assignment</p> <ul style="list-style-type: none"> ○ Students will complete a 2 paragraph diary entry, addressing the Hanukkah Celebration at the end of Act 1. They will pick a character, and write a journal entry as their selected character. Using evidence from the text to support their character’s reflection, students will be crafting their responses in the voice of their selected character. <ul style="list-style-type: none"> ○ This assignment will test the students’ knowledge of the characters and their motivations, giving them a deeper insight into the character and the text. This constructed response will also test their narrative and, possibly, argumentative writing skills. 		

Friday- Begin Reading Act 2, Scene 1 Ticket out the Door			
DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	Scholastic Warmup Writing Journals- These journals help students accomplish and practice their writing standards throughout the course of the year. These journals also help students with their verbal skills and articulation when they choose to share their writing with the class.	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
2	<p>Analyze the Stage Directions- Students will be analyzing the movements and nonverbal cues that the characters use during the course of the actions in the play. The stage directions help to give students visuals, which will allow them to view the full atmosphere of the play's environment.</p> <p>Analyze Language-</p> <ul style="list-style-type: none"> • Symbols • Hyperbole • Denotation/Connotation <ul style="list-style-type: none"> ○ p. 299- "Discussion vs. Quarrel" Denotation and Connotation discussion • Analogy 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input checked="" type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
3	<p>Complete Short Responses w/Textual Evidence</p> <p>Infer from the dialogue</p> <ul style="list-style-type: none"> • how the two families feel about the "plus one" in the Annex • how does Mrs. Van Daan feel towards her husband • how does the combination of two families add to tension in the space 	<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 checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
4	<p>Point of View journal: Diary Activity</p> <ul style="list-style-type: none"> • This assignment will test the students' knowledge of the characters and their motivations, giving them a deeper insight into the character and the text. This constructed response will also test their narrative and, possibly, argumentative writing skills. 	<input checked="" type="checkbox"/> Formative <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-

Summarizing Activity:	Ticket out the Door Activity Analyzing Dialogue Activity Constructed Responses w/Citing Textual Evidence		
Resources	Georgia Collections Textbook HOLT Close Reader Workbook		