

JMS Lesson Plan

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| Teacher | Tommy Smith | Subject: | ELA |
| Date: | Beginning: 10/31/16 | Ending: 11/4/16 | 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- Complete and Turn-In Literary Analysis on the Horror Genre</p> <p>Tuesday- "Hiding" Poem Analysis Anne Frank Biography Video Read Act 1, Scene 1</p> <p>Wednesday- Virtual Tour of the Annex (http://www.annefrank.org/en/Subsites/Home/) Read Act 1 Scene 2</p> <p>Thursday-Read Act 1, Scene 3 Sassafras Writing Contest and Journals Central Idea Handout Ticket out the Door</p> <p>Friday- Finish Reading Act 1, Scene 4 Ticket out the Door</p> | | |
| DOK Level | Activities / Assignments / Questions | Assessment | |
| Remediation | <p>Vocabulary enrichment to increase writing skills- "Use This Instead of That"</p> <p>Anchor Activities: Analyzing Arguments & Organization of Ideas and Transitions</p> <p>Flow Chart Graphic Organizer- Keep up with key events from each act and scene</p> | <input 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- |
| 2 | <p>Analyze the Stage Directions:</p> <ul style="list-style-type: none"> Underline details of the setting that shows this is not an ordinary room Circle the text that lets the reader know Mr. Frank has been through a hard time | <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 |

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| | <ul style="list-style-type: none"> Underline what the Van Daans are wearing. What does this tell you about this family? <p>Analyze Language-</p> <ul style="list-style-type: none"> Symbols Hyperbole Denotation/Connotation Analogy | | <input type="checkbox"/> Other- |
| 3 | <p>Complete Short Responses w/Textual Evidence</p> <ul style="list-style-type: none"> How does the white glove affect Mr. Frank? What does this detail explain about him? Why is it important for Mr. Frank to normalize the situation? When does Anne begin to understand what going into hiding will mean? Support your answer with explicit textual evidence. <p>Infer from the dialogue how Mr. Frank feels about being in the warehouse</p> | <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: Train to Auschwitz</p> | <input checked="" type="checkbox"/> Formative <input 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: | <p>Organization of Ideas and Transitions Anchor Activity Analyzing Arguments Anchor Activity Constructed Responses w/Citing Textual Evidence</p> | | |
| Resources | <p>Georgia Collections Textbook HOLT Close Reader Workbook A&E Video Clips Kahoot- Mini Grammar Lessons http://www.annefrank.org/en/Subsites/Home/</p> | | |