

# JMS Lesson Plan

<b>Teacher</b>	Tommy Smith	<b>Subject:</b>	ELA
<b>Date:</b>	<b>Beginning: 2/13/16</b>	<b>Ending: 2/17/16</b>	<b>Grades:</b> 8
<b>Standard(s):</b>	ELAGSE8SL1, ELAGSE8SL2, ELAGSE8SL4, ELAGSE8SL6, ELAGSE8RI1, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8RI6, ELAGSE8RI10, ELAGSE8W2, ELAGSE8W4, ELAGSE8W5, ELAGSE8W6, ELAGSE8W8, ELAGSE8W9, ELAGSE8W10, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L4, ELAGSE8L6		
<b>I Can . . .</b>	<p>I can effectively engage in productive discussions.</p> <p>I can analyze in detail the structure of a specific paragraph in text and include its role in developing a key concept.</p> <p>I can cite textual evidence that supports inferences.</p> <p>I can determine the meaning of words and phrases in a text including figurative and connotative meanings.</p> <p>I can analyze the structure of a specific paragraph in a text.</p> <p>I can determine the author's point of view or purpose in a text.</p> <p>I can evaluate specific claims within a text.</p> <p>I can write informative texts to examine a topic and convey ideas, concepts, and information.</p> <p>I can produce clear and coherent writing.</p> <p>I can use technology to produce writing and present the relationships between information and ideas.</p> <p>I can gather relevant information from multiple print sources.</p> <p>I can draw evidence from informational text to support analysis, reflection and research.</p> <p>I can write routinely over extended time frames and shorter time frames.</p> <p>I can demonstrate command of the conventions of standard English grammar when writing.</p> <p>I can determine or clarify the meaning of unknown words or phrases.</p> <p>I can acquire and accurately use grade level appropriate vocabulary.</p>		
<b>This Week:</b>	<p>Monday-Friday- <b>Ticket out the Door Activity</b>- Summary of the activities that the students have accomplished during class that day. This will be used as a formative assessment to check understanding of the content.</p> <p>Monday- Warmup</p> <ul style="list-style-type: none"> <li>● <b>Finish any Harriet Tubman Speeches</b></li> <li>● <b>Mystery of Heroism Reading Activity</b></li> <li>● <b>Civil War Song Analysis Lesson</b></li> </ul> <p>Tuesday- Warmup</p> <ul style="list-style-type: none"> <li>● Frontload Vocabulary- Killing Lincoln</li> <li>● Killing Lincoln Excerpts <ul style="list-style-type: none"> <li>○ Chapters 1-14</li> </ul> </li> <li>● Complete Constructed Response Question and Complete in CSET Format</li> </ul>		

	<p>Wednesday- Warmup Journal</p> <ul style="list-style-type: none"> <li>● Killing Lincoln Excerpts <ul style="list-style-type: none"> <li>○ Chapters 1-14</li> </ul> </li> <li>● Complete Constructed Response Question and Complete in CSET Format</li> </ul> <p>Thursday- Warmup</p> <ul style="list-style-type: none"> <li>● Killing Lincoln Excerpts <ul style="list-style-type: none"> <li>○ Chapters 1-14</li> </ul> </li> <li>● Complete Constructed Response Question and Complete in CSET Format</li> </ul> <p>Friday- Journal</p> <ul style="list-style-type: none"> <li>● Differentiated Groups w/Primary Sources: Rewrite in your own words <ul style="list-style-type: none"> <li>○ Emancipation Proclamation</li> <li>○ The Gettysburg Address</li> <li>○ Lincoln’s Final Address on April 11, 1865</li> </ul> </li> </ul>
--	--

DOK Level	Activities / Assignments / Questions	Assessment	
<b>Remediation</b>	<b>Scholastic Warmup Writing Journals-</b> 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-
<b>2</b>	<ul style="list-style-type: none"> <li>● Frontloading Vocab for Killing Lincoln</li> </ul>	<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-
	<ul style="list-style-type: none"> <li>● Short Constructed Responses</li> </ul>	X Formative X Summative	<input checked="" type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay

3	<ul style="list-style-type: none"> <li>Differentiated Groups w/Primary Sources</li> </ul>		<input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
4	<ul style="list-style-type: none"> <li>Preparing their Speech (Ceremonial)</li> </ul>	Formative X Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response Essay X Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
<b>Summarizing Activity:</b>	Identifying Text Structures DOK Constructed Response Questions- Google Classroom Rewrite Historic Speeches		
<b>Resources</b>	Google Classroom ChromeBooks Georgia Collections Book Close Reader Workbook Killing Lincoln		