

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 1/30/16	Ending: 2/3/16	Grades: 8
Standard(s):	ELAGSE8SL1, ELAGSE8SL2, ELAGSE8SL4, ELAGSE8SL6, ELAGSE8RI1, ELAGSE8RI3, ELAGSE8RI4, ELAGSE8RI6, ELAGSE8RI10, ELAGSE8W2, ELAGSE8W4, ELAGSE8W5, ELAGSE8W6, ELAGSE8W8, ELAGSE8W9, ELAGSE8W10, ELAGSE8L1, ELAGSE8L2, ELAGSE8L3, ELAGSE8L4, ELAGSE8L6		
I Can . . .	<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>		
This Week:	<p>Monday-Friday- Ticket out the Door Activity- 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>Overall goal: Students will be able to read selections from informational passages and gather evidence from the text to support their observations of the texts in a 5 paragraph essay (extended response).</p> <p>Monday- Warmup</p> <ul style="list-style-type: none"> ● Harriet Tubman p.151 - p.162 <ul style="list-style-type: none"> ○ Brief background on Harriet Tubman ○ Read through the story <ul style="list-style-type: none"> ■ Allusions ■ Critical Vocabulary ■ p.152 - African Spirituals and Communication in the Underground Railroad 		

Tuesday- Warmup

- **Harriet Tubman p.151 - p.162 (cont.)**
 - **Brief background on the Underground Railroad and its significance**
 - **Read through the story**
 - **Allusions**
 - **Critical Vocabulary**
 - **p. 164 - Analyzing the Text Questions 1, 2, 4, and 6**

Wednesday- **Harriet Tubman Speech (Instructions, Day to research, and Create) One week**

- **Heroic Figure**
- **Analyze Lifetime Achievement Awards Speeches**
 - **Ex. Conan talking about Jim Carey’s achievements and career, motivations**
 - **Groups to present to (5 students per group)**
 - **Rubric of presentation style (Eye contact, Voice, Volume, Enthusiasm, etc.)**
- **Google Classroom**
 - **Written Speech 400-500 words**
 - **Background of her life**
 - **Accomplishments (Underground Railroad)**
 - **Why she deserves to receive this award**

Thursday-

- Warmup Journal
- An Occurrence at Owl Bridge - Reading handout
- Narrative Organizational Discussion

Friday-

- Warmup Journal
- An Occurrence at Owl Bridge - Reading handout
- Narrative Organizational Discussion

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-
			<input checked="" type="checkbox"/> Selected Response

<p>2</p>	<ul style="list-style-type: none"> Analyzing the Text Questions Vocabulary Activity 	<input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative	<input type="checkbox"/> Constructed Response <input checked="" type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
<p>3</p>	<ul style="list-style-type: none"> Short Constructed Responses 	Formative X 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-
<p>4</p>	<ul style="list-style-type: none"> Preparing their Speech (Ceremonial) 	Formative X Summative	<input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response X Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
<p>Summarizing Activity:</p>	Identifying Text Structures DOK Constructed Response Questions- Google Classroom		
<p>Resources</p>	Google Classroom ChromeBooks Georgia Collections Book Close Reader Workbook		