

JMS Lesson Plan

Teacher	Tommy Smith	Subject:	ELA
Date:	Beginning: 11/14/16	Ending: 11/18/16	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</p> <ul style="list-style-type: none"> ● Students will read informational articles that add to their knowledge of the events surrounding Anne Frank and her family. Following their reading, they will complete comprehension questions and writing prompts to test and practice their reading informational texts reasoning and skills. <p>Tuesday- Scholastic Warmup</p> <ul style="list-style-type: none"> ● Begin Act 2, Scene 1 and 2 <ul style="list-style-type: none"> ○ Big Ticket Question <p>Wednesday- Scholastic Warmup</p> <ul style="list-style-type: none"> ● Read Act 2, Scene 3-4 <p>Thursday- Mrs. Burton will be modeling the facilitation of the reading with the students throughout the class’s reading of Act 2, Scene 4-5.</p> <p>Friday- Diary Entry Assignment</p> <ul style="list-style-type: none"> ○ “After reading the play and watching the characters develop through different situations, create three diary entries that one of the other characters would have written about any of the events within the text. When crafting your three entries, be sure to recount some of the main events of the play and take into consideration what you have learned about each character. How would that character describe these events differently than Anne did?” 		

	<ul style="list-style-type: none"> o 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. 		
DOK Level	Activities / Assignments / Questions	Assessment	
Remediation	<p>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.</p>	<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 • 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"> • what has Mr. Van Daan been doing throughout their time there • how does Mrs. Van Daan feel towards her possessions and what has that brought upon their family • how does the admission of their guilts and news of the invasion add to tension in the Annex 	<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 	<input checked="" type="checkbox"/> Formative	<input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Essay

	<p>and the text. This constructed response will also test their narrative and, possibly, argumentative writing skills.</p>	<input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other-
<p>Summarizing Activity:</p>	<p>Ticket out the Door Activity Analyzing Dialogue Activity Constructed Responses w/Citing Textual Evidence</p>		
<p>Resources</p>	<p>Georgia Collections Textbook HOLT Close Reader Workbook A&E Video Clips Kahoot- Mini Grammar Lessons http://www.annefrank.org/en/Subsites/Home/</p>		