Week of 9/11/2017    **Language Arts Lesson Plan Overview**

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| **ELA COMMON CORE STATE STANDARD** | | | |
| |  | | --- | | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |   \* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  \* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  \*Acknowledge new information expressed by others and, when warranted, modify their own views.  \* Write narratives to develop real experiences or events using relevant descriptive details and event sequences.  \*Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | | Analyze how a modern work of fiction draws on themes, patterns or events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  Draw evidence from literary or informational texts to support analysis, reflection, and research.  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |

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| Monday 9/11  LESSON  **Compare/Contrast**   1. Quiz- make up\retake 2. Sentence/fragment WS together 3. Power point on Fables, allegory, fairy tale, parables 4. Analyze The Boy and the Nettles-Aesop’s Fable group than essay(8) 5. Finish Surveys and record keeping   WORKSHOP 3 STATIONS: Break into 3 groups- numbers 1-4 Discuss stations and roles |
| Tuesday 9/12  LESSON:   1. Finish Surveys analysis and discuss 2. Theme Video Discuss Mood-author and Tone- reader’s feeling 3. Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction: Sneetches, A Class Divided and I Have a Dream M. Luther King The Good Samaritan and The Biker 4. Signposts in fiction   WORKSHOP: Model each one Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Wednesday  9/14  LESSON:   1. Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction: Sneetches, A Class Divided and I Have a Dream M. Luther King The Good Samaritan and The Biker   WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Thursday  9/15  LESSON:   1. Use a chart of story elements such as characters, setting, main events and theme to compare and contrast a work of modern fiction,. Sneetches, A Class Divided and I Have a Dream M. Luther King The Good 2. Signposts- nonfiction articles Infohio based on interests   WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Friday 9/16 shortened class  LESSON  1.Work on comparison sheet  2. Signposts- nonfiction continued  3. Discuss Naturalization  WORKSHOP: On own Stations 1Skills: BUTTER COWS/nouns, capitalization, 2-AR Freak the Mighty- Multiple choice and Signposts 3-MyBRAINPOP/IXL, writing |
| Next: Journal Naturalization- Station 3  Venn diagram to compare The Good Samaritan and the Biker (old/new)  Text Structure  Freak the Mighty Group discussion  Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events. |