**OLSON LESSON PLAN ELA 8 – August 29th thru September 2nd**

|  |  |
| --- | --- |
| **Teacher:** Rashaud Olson | **Week of:** 8-29 – 9-2 |
| **Course/Grade/Subject:** ELA 8 | **Unit:** Collins Reading/Writing – Schaffer Model Introduction |

|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
|  | **Day 3 of 6** | **Day 4 of 6** | **Day 5 of 6** | **Day 6 of 6** | **Day 1 of 6** |
| **Pennsylvania Academic Standard(s) OR Assessment Anchors – Eligible Content** | * Standard - CC.1.2.8.A   **Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**   * Standard - CC.1.2.8.B   **Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.** | BENCHMARK TESTING DAY: MOST ELA 8 STANDARDS ARE APPLIED IN THESE TESTS. | -**RL 1** Cite evidence to support inferences drawn from the text.  -**RL 2** Determine a theme and analyze its relationship to characters and setting.  -**RL 3** Analyze how dialogue or incidents propel the action, reveal character, or provoke a decision.  -**RL 4** Determine figurative  meaning of words and phrases; analyze the impact of allusions to other texts on meaning and tone.  -**W 8** Gather relevant information from multiple print and digital sources.  - **L 5a** Interpret figures of speech in context.  -**L 5b** Use the relationship between words to better understand each of the words. | -**RL 1** Cite evidence to support inferences drawn from the text.  -**RL 2** Determine a theme and analyze its relationship to characters and setting.  -**RL 3** Analyze how dialogue or incidents propel the action, reveal character, or provoke a decision.  -**RL 4** Determine figurative  meaning of words and phrases; analyze the impact of allusions to other texts on meaning and tone.  -**W 8** Gather relevant information from multiple print and digital sources.  - **L 5a** Interpret figures of speech in context.  -**L 5b** Use the relationship between words to better understand each of the words. | -**RL 1** Cite evidence to support inferences drawn from the text.  -**RL 2** Determine a theme and analyze its relationship to characters and setting.  -**RL 3** Analyze how dialogue or incidents propel the action, reveal character, or provoke a decision.  -**RL 4** Determine figurative  meaning of words and phrases; analyze the impact of allusions to other texts on meaning and tone.  -**W 8** Gather relevant information from multiple print and digital sources.  - **L 5a** Interpret figures of speech in context.  -**L 5b** Use the relationship between words to better understand each of the words. |
| **Objective(s)** | * Students will use Close Reading method to analyze central idea * Students will use Schaffer model to analyze and explain ideas about the text. | * Students will complete Benchmark Baseline. * Students will use Schaffer model to analyze and explain ideas from one Text Dependent Analysis | * Students will discuss theme and how applies to everything we observe. * Students will perform a wordless exercise in which they show a “theme” by freezing in particular positions with their body * Students will analyze how evidence helps find a theme (using the “Clay” activity) | * Students will discuss courage and how they deal with it in their own lives. * Students will look an example of modern courage via video. * Students will compare and contrast the attributes of courage in the video to themselves. * Students will apply what they know about courage to the story of “The Drummer Boy of Shiloh” | * Students will discuss Tone and Mood. * Students will look for examples of Tone and identify them through the piece. * Students will discuss how setting affects the mood and the tone of the story. * Students will look at different examples and see how Tone and Mood shift very easily. |
| **Essential Question(s)** | “How Will I be Expected to Read and Respond in ELA 8?” | * “What Do I Know in ELA 8?” | “What is a Theme? How does it apply to a story?” | “Does Every Contribution Count?” | “Does Every Contribution Count?” |
| **Teacher Activities** | Introduce Daily Language Practice  Introduce Collins Reading  Review Schaffer Model  Grammar Practice | * Explain the Benchmark process to students. * Inform students of expectations on Benchmark scores and how they apply to their Student Assessment at the end of the year. * Explain Rubric used for Jr. High graduation. | * Explain the definition of a theme and how one is constructed. * Look at a variety of clips from the internet and determine theme based on the 1 min vignettes that they saw. * Participate in a “Clay” activity in which they use their own bodies and facial expressions to present a theme or idea. * Write about their experiences. What “evidence” did they use to reach the themes that they found? | * Explain to students that we are looking for examples of courage throughout the story. * Inform students Close Read certain sections and find examples of where courage is evident. * Explain the writing prompt at the end concerning their thoughts on how Joby and the General are both courageous characters. | * Explain the Tone and Mood. * Show examples of how Tone and Mood can change a story. * Direct students in finding examples in “Drummer Boy of Shiloh” for Tone and Mood. |
| **Student Activities** | DLP Week 1  Read “Three Little Pigs” and analyze text using Collins Reading  Use Schaffer Model to further analyze information presented in fable.  Introduce Nouns – Practice. | * Complete Baseline Benchmark with maximum effort. * Read silently while waiting for classmates to complete test if finished early. | * Worksheet with Theme definition * Identify themes in YouTube clips. * Complete “Clay” activity. * Type One journal about experiences. * Pair-Share-Group activity about how the Clay session went. | * Students will Close Read the text “Drummer Boy of Shiloh”. * Complete Close Reading prompt about courage. * Write Type Two essay paragraph about courage and how the General and Joby are both examples of it. | * Find examples of tone and mood in “Drummer Boy of Shiloh” * Identify how Tone and Mood can shift an entire story by making a few changes. * Write Type One journal about how Tone and Mood shifts based on the setting. |
| **Assessment** | 1. Students will complete Collins Close Read of Fable story. 2. Students will analyze the text using the Schaffer model to explain the central idea or theme of the fable. 3. Students will discuss with Pair-Share their ideas. 4. Class discussion of fables and how Close Reading shows the purpose and central of the text. | 1. Students will complete Baseline Benchmark. 2. Students will analyze data via charting and graphing to see their score and progress (later) 3. Students will use prior knowledge from ELA 7 to complete ELA 8 benchmark. | 1. Students will Theme video sheet.. 2. Students will analyze the text using the Schaffer model to explain the central idea or theme of the “Clay” activity. 3. Students will discuss with Pair-Share their ideas. | 1. Students complete Close Reading. 2. Students complete Type Two essay prompt about courage and characterization. | 1. Type One Journal about Tone and Mood shifting. 2. Complete worksheet finding examples of tone and mood in “Drummer Boy of Shiloh” |
| **Activities for Relearning** | Available on Google Classrooms  Screen-Cast-O-Matic | Assessment Make Ups on Thursday and Friday of this week. | Available on Google Classrooms  Screen-Cast-O-Matic | Available on Google Classrooms  Screen-Cast-O-Matic | Available on Google Classrooms  Screen-Cast-O-Matic |
| **Activities for Enrichment** | Two-Chunk Paragraph Handout and Writing | Two-Chunk Paragraph Handout and Writing | Two-Chunk Paragraph Handout and Writing | Two-Chunk Paragraph Handout and Writing | Two-Chunk Paragraph Handout and Writing |
| **Additional Resources** | Schaffer Model Handouts  Google Classroom  Remind  Weebly | None available. This is an assessment; students may not use additional materials to assist in assessment. | Schaffer Model Handouts  Google Classroom  Remind  Weebly | Schaffer Model Handouts  Google Classroom  Remind  Weebly | Schaffer Model Handouts  Google Classroom  Remind  Weebly |