**Washington Jr./Sr. High School**

**LESSON PLAN TEMPLATE #3 - LANDSCAPE**

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| Teacher: Fuchs | Week of: April 24-28 |
| Course/Grade/Subject: ELA 8 | Unit: Bricolage Project |

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|  | **Day 24 of April** | **Day 25 of April** | **Day 26 of April** | **Day 27 of April** | **Day 28 of April** |
| **Pennsylvania Academic Standard(s) OR Assessment Anchors – Eligible Content** | - Write narratives to develop real or imagined experiences or events.  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.  - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. | - Write narratives to develop real or imagined experiences or events.  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.  - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. | - Write narratives to develop real or imagined experiences or events.  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.  - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. | - Write narratives to develop real or imagined experiences or events.  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.  - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. | - Write narratives to develop real or imagined experiences or events.  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.  - Use narrative techniques such as dialogue, description, reflection, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  - Organize an event sequence that unfolds naturally and logically using 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; provide a conclusion that follows from and reflects on the narrated experiences or events. |
| **Objective(s)** | Students will create fictional narrative scripts for the Bricolage project. | Students will create fictional narrative scripts for the Bricolage project. | Students will create fictional narrative scripts for the Bricolage project. | Students will create fictional narrative scripts for the Bricolage project. | Students will create fictional narrative scripts for the Bricolage project. |
| **Essential Question(s)** | How can I tell a convincing story through the medium of a play? | How can I tell a convincing story through the medium of a play? | How can I tell a convincing story through the medium of a play? | How can I tell a convincing story through the medium of a play? | How can I tell a convincing story through the medium of a play? |
| **Teacher Activities** | I will facilitate as students rotate between the hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts.  I will also facilitate an Achieve3000 session as time allows. | I will facilitate as students rotate between the hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | I will facilitate as students rotate between the hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | I will facilitate as students rotate between the hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | I will facilitate as students rotate between the hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. |
| **Student Activities** | Students will rotate through applicable hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts.  Students will also participate in an Achieve3000 session. | Students will rotate through applicable hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | Students will rotate through applicable hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | Students will rotate through applicable hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. | Students will rotate through applicable hybrid stations.  Direct: Student check-in on working scripts.  Independent: Script work  Collaborative: Peer review of working scripts. |
| **Assessment** | Student progress on the Bricolage project will be informally assessed during the direct station. | Student progress on the Bricolage project will be informally assessed during the direct station. | Student progress on the Bricolage project will be informally assessed during the direct station. | Student progress on the Bricolage project will be informally assessed during the direct station. | Student progress on the Bricolage project will be informally assessed during the direct station. |
| **Activities for Relearning** | Students in need of relearning will be guided more heavily during the independent station. | Students in need of relearning will be guided more heavily during the independent station. | Students in need of relearning will be guided more heavily during the independent station. | Students in need of relearning will be guided more heavily during the independent station. | Students in need of relearning will be guided more heavily during the independent station. |
| **Activities for Enrichment** | Students in need of enrichment will be pushed for further complexity in their scripts. | Students in need of enrichment will be pushed for further complexity in their scripts. | Students in need of enrichment will be pushed for further complexity in their scripts. | Students in need of enrichment will be pushed for further complexity in their scripts. | Students in need of enrichment will be pushed for further complexity in their scripts. |
| **Additional Resources** | Students will need their ongoing Bricolage work. | Students will need their ongoing Bricolage work. | Students will need their ongoing Bricolage work. | Students will need their ongoing Bricolage work. | Students will need their ongoing Bricolage work. |

\*These lesson plans are subject to change based upon student needs and various other factors.