**ELA Lesson Plan**

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| **Teacher** | Shelly Vincent | **Subject:** | | ELA | |
| **Date:** | **Beginning: 12/11/17 Ending: 12/15/17** | **Grades:** | | 8 | |
| **Standard(s):** | ELAGSE8RL1  ELAGSE8RL3  ELAGSE8RL4  ELAGSE8L6  ELAGSE8W4  ELAGSE8W9  ELAGSE8W10  ELAGSE8SL1  ELAGSE8SL6  ELAGSE8L5 | | | | |
| ***I Can . . .*** | I can cite textual evidence that supports inferences.  I can analyze how dialogue or incidents in a drama propel the action, reveal aspects of a character, or provoke a decision.  I can determine the meaning of words and phrases in a text.  I can analyze how different points of view create suspense.  I can produce clear and coherent writing.  I can apply 8th grade reading standards to literature.  I can write routinely over extended time frames and shorter time frames.  I can come to discussions prepared.  I can adapt speech to a variety of contexts and tasks.  I can interpret parts of speech in context. | | | | |
| **This Week:** | Monday-  Snow Day/Teacher Inservice  Tuesday- Library @ 9:45a  Point of View Journal Entry (Google Classroom): After reviewing the main events in the Hanukah celebration and what it reveals about each character, create a diary entry that one of the other characters would have written about the Hanukah celebration in complete sentences. Be sure to review the main events of the celebration and consider what you have learned about each character. How would that character describe the event differently?  Wednesday-  Finish Point of View Journal Entry (Google Classroom): After reviewing the main events in the Hanukah celebration and what it reveals about each character, create a diary entry that one of the other characters would have written about the Hanukah celebration in complete sentences. Be sure to review the main events of the celebration and consider what you have learned about each character. How would that character describe the event differently?  Thursday-  Read Act II Scene 1 & 2  Whole Class Discussions  Friday-  Read Act II Scene 3 & 4  Whole Class Discussions | | | | |
| **DOK Level** | **Activities / Assignments / Questions** | | **Assessment** | | |
| **­­**  **Remediation** | CSET Format | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **2** | Trash Can Words  • Hyperbole: What does Anne mean when she responds to Mrs. Van Daan by saying, “Where would he be!” Which expression used by Mrs. Van Daan is hyperbole? What does this expression reveal about Mr. Van Daan?  • Denotation/Connotation: How are the connotations of the words discussion and quarrel different? Why is the distinction between the words important to Mr. Van Daan?  • Idiom: What does the idiom “walk all over” or “walk on” mean?  • Word Choice: bolt, murmur, humiliated  • Pun: cross words vs crosswords  • Analogy: What analogy are the playwrights making between the ancient Jews and the residents in the Annex? | | Formative  Summative | | Selected Response  Constructed Response  Verbal  Rubric  Other |
| **3** | Complete Short Responses w/Textual Evidence  • How does the white glove affect Mr. Frank? What does this detail explain about him?  • Why is it important for Mr. Frank to normalize the situation? Support your answer with explicit textual evidence.  • When does Anne begin to understand what going into hiding will mean? Support your answer with explicit textual evidence.  • Analyze how the arrival of Mr. Dussel heightens tensions in the Annex.  • What can you infer about Mr. Frank from the words he says to all the residents of the annex? Why does Mr. Frank want the “family” to sing the Hanukkah song?  Infer from the dialogue how Mr. Frank feels about being in the warehouse | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric: 2 Point Rubric  Other |
| **4** | After reviewing the main events in the Hanukah celebration and what it reveals about each character, create a diary entry that one of the other characters would have written about the Hanukah celebration in complete sentences.  Be sure to review the main events of the celebration and consider what you have learned about each character. How would that character describe the event differently? | | Formative  Summative | | Selected Response  Constructed Response  Essay  Verbal  Rubric - narrative  Other |
| **Summarizing**  **Activity:** | Constructed Responses w/Citing Textual Evidence | | | | |
| **Resources** | Georgia Collections Textbook  HOLT Close Reader Workbook  A&E Video Clips  http://www.annefrank.org/en/Subsites/Home/ | | | | |