

MVSU NCLB 2016 Summer Reading Institute  
Lesson Plan Template

RL.8.6: Analyze how difference in point of view of characters and the audience or reader creates such effects as suspense or mood.

L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in meaning.

Name <b>Cynthia Cooper</b>	Name of Unit <b>“The Most Dangerous Game”</b>	Date <b>June 17, 2016</b>	Grade Level <b>8th</b>
Objective	Procedures	Materials	Evaluation
<p><b>Monday-Friday</b> RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.4: 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.</p> <p>RL.8.6: Analyze how difference in point of view of characters and the audience or reader</p>	<p><b>Monday-Tuesday</b> <b>Direct Instruction/Modeling:</b> (1) TTW evaluate the classroom procedures with the students answering questions for clarification and demonstrating how the classroom procedures are to be followed. (15 minutes including anticipatory set) (2) TTW solicit a student to read aloud the standard for the day – RL.8.1 asking the student to reiterate the standard in his/her own words. TTW give students a working definition of “making inferences.” (3 minutes) (3) TTW discuss the Theme: Home and Family charting on a circle map, students’ adjective responses to “Home and Family.” (3 minutes) (4) TTW instruct students to turn to page 53 of their Ready Workbooks and analyze the picture drawing arrows that show details showing how the family feels about the move being made. TTW randomly select students to provide the inferences made. (4 minutes) (5) TTW instruct students to analyze the inference chart to see how to use the evidence to make an inference. (2 minutes) (6) TTW read aloud the excerpt from the poem, “Dusting” by Julia Alvarez having students to answer the question: “<i>What inference can you make about how the speaker feels about the everyday task of dusting.</i>” (3 minutes) (7) TTW model how to utilize text evidence and background knowledge to make an inference, charting the findings on the making inferences chart on page 54 of the workbook. (4 minutes) (8) TTW instruct students to utilize text evidence and background</p>	<p>Ready Workbook, Student-Teacher Contract, Independent Reading Books</p> <p>Ready Workbook, Student-Teacher Contract, Independent Reading Books</p> <p>Ready Workbook, Independent Reading Books, Students’ Completed Common</p>	<p><b>Assessment:</b> Students’ Completed Making Inferences Chart, Teacher Observation, Students’ Completed Circle Maps</p> <p><b>Assessment:</b> Students’ Completed Guided Practice, Teacher Observation Students’ Completed Making Inferences Chart, Teacher Observation</p> <p><b>Assessment:</b></p>

<p>creates such effects as suspense or mood. L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in meaning.</p> <p>RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to character, setting, and plot; provide an objective summary of the text.</p>	<p>knowledge to make two additional inferences, charting their findings on the making inference chart on page 54 of the workbook. (7 minutes) (9) TTW solicit students to share their additional inferences made. (5 minutes)</p> <p><b>Learning Activities/Tasks:</b>  (1) TSW evaluate the classroom procedures asking questions for clarification and practicing how the classroom procedures are to be followed. (15 minutes including anticipatory set)  (2) TSW read aloud the standard for the day – RL.8.1 reiterating the standard in his/her own words. TSW copy a working definition of “making inferences.” (3 minutes)  (3) TSW discuss the Theme: Home and Family providing adjective to complete a circle map. (3 minutes)  (4) TSW turn to page 53 of their Ready Workbooks and analyze the picture drawing arrows that show details showing how the family feels about the move being made. TSW provide the inferences made. (4 minutes)  (5) TSW analyze the inference chart to see how to use the evidence to make an inference. (2 minutes)  (6) TSW listen as the teacher conducts a read aloud of the excerpt from the poem, “Dusting” by Julia Alvarez having students to answer the question: <i>“What inference can you make about how the speaker feels about the everyday task of dusting.”</i> (3 minutes)  (7) TSW evaluate the teacher’s demonstration of how to utilize text evidence and background knowledge to make an inference, and chart their findings on the making inferences chart on page 54 of the workbook. (4 minutes)  (8) TSW utilize text evidence and background knowledge to make two additional inferences, charting their findings on the making inference chart on page 54 of the workbook. (7 minutes)  (9) TSW share their additional inferences made. (5 minutes)</p>	<p>Core Practice Ready Workbook, Independent Reading Books, “The Most Dangerous Game” test, Mastery Connect Bubble Sheets</p>	<p>Students’ Completed Test, Teacher Observation</p>
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	<p>Wednesday</p> <p>Direct Instruction/Modeling:</p> <p>(1) TTW reiterate the classroom procedures with the students answering questions for clarification and demonstrating how the classroom procedures are to be followed. (7 minutes including anticipatory set)</p> <p>(2) TTW solicit a student to read aloud the standard for the day – RL.8.1 asking the student to reiterate the standard in his/her own words and reiterate the Theme: Home and Family.” (3 minutes)</p> <p>(3) TTW instruct students to turn to page 55 of their Ready Workbooks and through guided practice read aloud remainder of the excerpt from the poem, “Dusting” by Julia Alvarez having students to answer the question: “How does the reader know that the speaker wants to be important in the world?” (3 minutes)</p> <p>(4) TTW solicit a student to read the sample test question citing what one would need to know in order to answer the question correctly. (2 minutes)</p> <p>(5) TTW model how students are to utilize the test taking strategies to answer the question – dissecting the stem of the question and dissecting the answer choices analyzing the commonalities. (5 minutes)</p> <p>(6) TTW model how to derive the correct answer utilizing the process of elimination and justifying correct and incorrect answers. (3 minutes)</p> <p>(7) TTW instruct students to turn to page 56-57 of the Ready Workbook to complete the Guided Practice utilizing the test-taking strategies presented. (15 minutes)</p> <p>(8) TTW assist students in completing the assignment posing questions to activate students’ critical thinking skills. (15 minutes for instruction #7)</p> <p>(9) TTW instruct students to “trade and grade” the assignment. (5 minutes)</p> <p><b>Learning Activities/Tasks:</b></p>		
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	<p>(1) TSW review the classroom procedures asking questions for clarification and analyzing how the classroom procedures are to be followed. (7 minutes including anticipatory set)</p> <p>(2) TSW read aloud the standard for the day – RL.8.1 reiterating the standard in his/her own words and reiterating the Theme: Home and Family.” (3 minutes)</p> <p>(3) TSW turn to page 55 of their Ready Workbooks and through guided practice read the remainder of the excerpt from the poem, “Dusting” by Julia Alvarez to answer the question: <i>“How does the reader know that the speaker wants to be important in the world?”</i> (3 minutes)</p> <p>(4) TSW solicit a student to read the sample test question citing what one would need to know in order to answer the question correctly. (2 minutes)</p> <p>(5) TSW analyze the teacher’s demonstration of how to utilize the test taking strategies to answer the question – dissecting the stem of the question and dissecting the answer choices analyzing the commonalities. (5 minutes)</p> <p>(6) TSW analyze teacher’s demonstration of how to derive the correct answer utilizing the process of elimination and justifying correct and incorrect answers. (3 minutes)</p> <p>(7) TSW turn to page 56-57 of the Ready Workbook to complete the Guided Practice utilizing the test-taking strategies presented. (15 minutes)</p> <p>(8) TSW solicit the teacher to assist them in completing the assignment posing questions to activate students’ critical thinking skills. (15 minutes for task #7)</p> <p>(9) TSW “trade and grade” the assignment. (5 minutes)</p> <p>Thursday</p> <p>Direct Instruction/Modeling:</p> <p>(1) TTW reiterate the classroom procedures with the students</p>		
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	<p>answering questions for clarification and demonstrating how the classroom procedures are to be followed. (7 minutes including anticipatory set)</p> <p>(2) TTW distribute Mastery Connect Bubble Sheets and “The Most Dangerous Game” major test to students instructing the students to complete the test utilizing the test taking strategies to answer the questions – dissecting the stem of the question and dissecting the answer choices analyzing the commonalities. (38 minutes)</p> <p>(3) TTW monitor students as they complete the test. (38 minutes for instruction #2)</p> <p>Learning Activities/Tasks:</p> <p>(1) TSW review the classroom procedures asking questions for clarification and demonstrating how the classroom procedures are to be followed. (7 minutes including anticipatory set)</p> <p>(2) TSW obtain a Mastery Connect Bubble Sheet and “The Most Dangerous Game” test to complete the test utilizing the test taking strategies to answer the questions – dissecting the stem of the question and dissecting the answer choices analyzing the commonalities. (38 minutes)</p> <p>(3) TSW complete the test. (38 minutes for instruction #2)</p> <p>Friday</p> <p>Direct Instruction/Modeling:</p> <p>(1) TTW reiterate the classroom procedures with the students answering questions for clarification and demonstrating how the classroom procedures are to be followed. (7 minutes including anticipatory set)</p> <p>(2) TTW distribute Mastery Connect Bubble Sheets and “The Most Dangerous Game” major test to students instructing the students to complete the test utilizing the test taking strategies to answer the questions – dissecting the stem of the question and dissecting the answer choices analyzing the commonalities. (38 minutes)</p>		
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