

**Grade 8 ELA
Sample Lesson Plan**

Lesson Title	Analyzing Differences in Points of View
Connecticut Standards (CCSS)	<p>CC.8.RL.3: 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.</p> <p>CC.8.RL.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p>CC.8.SL.1: Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>CC.8.SL.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CC.8.SL.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CC.8.SL.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>
Lesson Objectives in Language Students will Understand	Through an analysis of differences between the points of view of the characters and the audience or reader, students will use text evidence such as dialogue, dramatic irony, characterization, and incidents in the story to assess how an author creates effects such as suspense.
Timeline	5 days (beginning of unit)
Description of Learning Tasks/Activities	<ul style="list-style-type: none"> • Review and revise rules for classroom discussions • Teacher reads aloud <i>The Treasure of Lemon Brown</i> • In small groups students discuss what makes this a "good story" (elements of literature) • Whole-group discussion on elements of literature (How do suspense and point of view make this a good story?) • Students independently reread <i>The Treasure of Lemon Brown</i> using note-taking strategies to cite text evidence (based on teacher created text dependent questions) that shows how the author creates suspense • Use notes to participate in a Socratic seminar (to be used formatively)
Materials, Resources, Technology Needed (Based on LEA resources)	<ul style="list-style-type: none"> • <i>The Treasure of Lemon Brown</i> by Walter Dean Myers • <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (excerpt from page 92 from Appendix B of the CCSS)
Prior Learning, Connections, Student Needs or Interests, Common Misconceptions	<ul style="list-style-type: none"> • Collegial discussions tied to the CCSS Speaking and Listening standards • Elements of literature (qualities of good literature) • Third person limited point of view • Note-taking strategies • Socratic seminar
Instructional	<ul style="list-style-type: none"> • Socratic seminar

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Strategies/ Grouping	<ul style="list-style-type: none"> • Whole-group • Small group or partner reading as necessary • Independent reading
Suggested Differentiation	<ul style="list-style-type: none"> • Provide a list of the elements of literature to students • Teacher created note-taking template • Partner/small group reading • Whole-class vs. small-group Socratic seminar • Teacher may choose to read aloud the pre and post assessment piece
Cross disciplinary Connections	<ul style="list-style-type: none"> • Social studies discussion of homelessness • Music connection (blues music)
Formative Assessment processes (including student self-assessment)	<p>Pre- Use the CCSS Appendix B (p. 92) excerpt from Ann Petry's <i>Harriet Tubman: Conductor on the Underground Railroad</i> to answer the following: Analyze the differences between the point of view of the character(s) and reader. Using text evidence analyze how the author creates suspense.</p> <p>Post- Repeat the pre-assessment. Students then self-reflect by comparing their pre and post assessments.</p>