

JMMS Daily Lesson Plan for 8th Reading

<p>Teacher : Lanham/Brown/Condit/Hawley</p>	
<p>Unit/ Session: Dystopian - Letting Genre Guide Your Reading Work</p>	
<p>Date of Instruction: February 22, 2021</p>	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p> <p style="text-align: center;">Video Lesson</p>	<p>Standard/s: ELAGSE8RL1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE8RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ELAGSE8RL3: 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. ELAGSE8RL5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>
	<p>Learning Target/ Teaching Point:</p> <p>Today I will learn to analyze how particular lines of dialogue or incidents in a story or drama reveal aspects of a character.</p>
	<p>Success Criteria:</p> <p>I'll know I have it when I can:</p> <ul style="list-style-type: none"> • Notice aspects of dystopian literature • Keep track of the unfolding plot • Develop theories about the plot and the characters
<p>Work Period (We Do, You Do) Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period. TKES 1, 2, 3, 4, 5, 7, 8,10</p> <p>(Guided Practice Independent Practice, Collaboration, Differentiation)</p>	<p>Small Group: ___ Strategy Group ___ Word Study</p> <p>Give scenarios to create discussion as an introduction to the dystopian world of literature</p> <p>New Vocabulary</p> <p>Dystopian Awry Motif</p> <p>Read Aloud - "Ponies"</p>
	<p>Conferences: ___ RDCT Conference ___ Goal Setting Conference</p> <p>Use Lean In Comments to encourage reading and for support of genre.</p>

Closing (We Check)

Describe the instructional process that will be used to close the lesson and check for student understanding.

TKES : 1,2,3, 4,5,6,7,8

(Summarize/SHARE)