

## J. Ramsey Lesson Plans

**Date:** February 26 - March 1, 2024

**Subject:** English 8 Advanced

|      | OBJECTIVES   | STANDARDS  | ACTIVITIES  | ASSESSMENT  |
|------|--|--|---|---|
| MON  | Students will be able to:<br>analyze both informational and poetic texts, focusing on Jason Reynold's <i>Long Way Down</i> ; analyze techniques used and draw evidence from several exemplar texts (informational and poetic) to support mastery of citing text, determining theme/central idea, understanding complex characters/characterization, recognizing the cumulative impact of figurative language and poetic form, and finding connections between ideas introduced and developed in the texts; answer text-dependent questions; and participate in respectful classroom discussions. | Recurring standards 1-6; 1-4, 6-7, 10, 18-19, 28, 30 | <ol style="list-style-type: none"><li>1. Bell Ringer</li><li>2. Non-Fiction/Fiction Review</li><li>3. <i>Long Way Down</i> Mind Maps/Character Analysis</li></ol> | Bell ringer, mind map, participation                          |
| TUES | Students will be able to:<br>analyze both informational and poetic texts, focusing on Jason Reynold's <i>Long Way Down</i> ; analyze techniques used and draw evidence from several exemplar texts (informational and poetic) to support mastery of citing text, determining theme/central idea, understanding complex characters/characterization, recognizing the cumulative impact of figurative language and poetic form, and finding connections between ideas introduced and developed in the texts; answer text-dependent questions; and participate in respectful classroom discussions. | Recurring standards 1-6; 6-7, 9, 12, 17-20, 24, 30   | <ol style="list-style-type: none"><li>1. Bell Ringer</li><li>2. Listen and discuss</li><li>3. Magical realism activity</li></ol>                                  | Bell ringer, participation, magical realism graphic organizer |
| WED  | Students will be able to:<br>analyze both informational and poetic texts, focusing on Jason Reynold's <i>Long Way Down</i> ; analyze techniques used and draw evidence from several exemplar texts (informational and poetic) to support mastery of citing text, determining theme/central idea, understanding complex characters/characterization, recognizing the cumulative impact of figurative language and poetic form, and finding  | Recurring standards 1-6; 6-7, 9, 12, 17-20, 24, 30   | <ol style="list-style-type: none"><li>1. Bell Ringer</li><li>2. Sticky Note Literary Analysis</li><li>3. Anagrams practice</li></ol>                              | Bell ringer, literary analysis, participation                 |

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|       | connections between ideas introduced and developed in the texts; answer text-dependent questions; and participate in respectful classroom discussions.   |  |   |   |
| THURS | Students will be able to:<br>analyze both informational and poetic texts, focusing on Jason Reynold's <i>Long Way Down</i> ; analyze techniques used and draw evidence from several exemplar texts (informational and poetic) to support mastery of citing text, determining theme/central idea, understanding complex characters/characterization, recognizing the cumulative impact of figurative language and poetic form, and finding connections between ideas introduced and developed in the texts; answer text-dependent questions; and participate in respectful classroom discussions. | Recurring standards 1-6; 1-4, 6-7, 10, 18-19, 28, 30 | <ol style="list-style-type: none"> <li>1. Bell Ringer</li> <li>2. Listen and discuss</li> <li>3. Add to Mind Maps</li> </ol>              | Bell ringer, participation, mind maps         |
| FRI   | Students will be able to:<br>analyze both informational and poetic texts, focusing on Jason Reynold's <i>Long Way Down</i> ; analyze techniques used and draw evidence from several exemplar texts (informational and poetic) to support mastery of citing text, determining theme/central idea, understanding complex characters/characterization, recognizing the cumulative impact of figurative language and poetic form, and finding connections between ideas introduced and developed in the texts; answer text-dependent questions; and participate in respectful classroom discussions. | Recurring standards 1-6; 1-4, 6-7, 10, 18-19, 28, 30 | <ol style="list-style-type: none"> <li>1. Bell Ringer</li> <li>2. Listen and discuss</li> <li>3. Sticky Note Literary Analysis</li> </ol> | Bell ringer, participation, literary analysis |