

J. Ramsey Lesson Plans

Date: February 5 - 9, 2024

Subject: English 8 General

	OBJECTIVES	STANDARDS	ACTIVITIES	HOMEWORK	ASSESSMENT
MON	Students will be able to: brainstorm, plan, outline, write, revise and edit a narrative based on a picture prompt.	Recurring standards 1-6; 8, 16-17, 20, 31	1. Bell ringer 2. Final edits to story 3. Volunteers present to the class	N/A	Bell ringer, final story
TUES	Students will be able to: 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, 11, 17, 20, 29, 31	1. Bell Ringer 2. Intro to <i>Long Way Down</i> stations 3. Graphic organizer	N/A	Bell ringer, completed stations & graphic organizer
WED	Students will be able to: 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	Recurring standards 1-6; 1-2, 5, 9, 11, 16-17, 20, 28-30	1. Bell Ringer 2. "Does Fiction Make You a Better Person?" informational text 3. Graphic organizer	N/A	Bell ringer, response to info text

	the texts; answer text-dependent questions; and participate in respectful classroom discussions.				
THURS	Students will be able to: 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	1. Bell Ringer 2. Harper High Podcast Act One 3. Guided Notes	N/A	Bell ringer, guided notes, participation
FRI	Students will be able to: 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	1. Bell Ringer 2. Harper High Podcast Act Two 3. Guided Notes	N/A	Bell ringer, guided notes, participation