

J. Ramsey Lesson Plans

Date: February 26 - March 1, 2024

Subject: English 8 General

	OBJECTIVES	STANDARDS	ACTIVITIES	ASSESSMENT
MON	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, 6-7, 10, 18-19, 28, 30	<ol style="list-style-type: none">1. Bell Ringer2. Non-Fiction/Fiction Review3. <i>Long Way Down</i> Mind Maps/Character Analysis	Bell ringer, mind map, participation
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; 6-7, 9, 12, 17-20, 24, 30	<ol style="list-style-type: none">1. Bell Ringer2. Listen and discuss3. Magical realism activity	Bell ringer, participation, magical realism 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	Recurring standards 1-6; 6-7, 9, 12, 17-20, 24, 30	<ol style="list-style-type: none">1. Bell Ringer2. Sticky Note Literary Analysis3. Anagrams practice	Bell ringer, literary analysis, participation

	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: 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"> 1. Bell Ringer 2. Listen and discuss 3. Add to Mind Maps 	Bell ringer, participation, mind maps
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; 1-4, 6-7, 10, 18-19, 28, 30	<ol style="list-style-type: none"> 1. Bell Ringer 2. Listen and discuss 3. Sticky Note Literary Analysis 	Bell ringer, participation, literary analysis