

## J. Ramsey Lesson Plans

**Date:** September 11-15, 2023

**Subject:** English 8 Advanced

	OBJECTIVES	STANDARDS	ACTIVITIES	HOMEWORK	ASSESSMENT
MON	<p>Students will be able to: thoughtfully respond to a writing prompt in which they reflect on a 9/11 hero, as well as what things they are grateful for; and</p> <p>identify spelling, grammar and punctuation in sentences with errors.</p>	<p>Recurring standards 1-6; 8-9, 12, 16-20</p>	<p>Before: DGP Bell Ringer During: Watch 9/11 Video After: 9/11 Writing Assignment</p>	<p>Finish DGP bell ringer <i>(if not finished in class)</i></p>	<p>Bell ringer, discussion, participation, 9/11 writing prompt</p>
TUES	<p>Students will be able to: demonstrate an understanding of the main ideas, events, themes, characters, &amp; pacing, and how the use of suspense, fear, imagery, mood, foreshadowing, and setting create mystery in the short story, “The Tell Tale Heart;”</p> <p>analyze character motivation to determine mental state of the narrator; and</p> <p>identify spelling, grammar and punctuation in sentences with errors.</p>	<p>Recurring standards 1-6; 1-4, 10, 17, 20</p>	<p>Before: DGP Bell Ringer During: Intro to Poe After: Begin reading and discussing “The Tell Tale Heart;” complete Character Motivation Chart will reading</p>	<p>Finish DGP bell ringer <i>(if not finished in class)</i></p>	<p>Bell ringer, participation, discussion, character motivation chart</p>

WED	<p>Students will be able to:          identify and analyze what makes the narrator in “The Tell Tale Heart” unreliable;</p> <p>analyze the information read in a nonfiction article and articulate their opinions verbally and in writing about what they’ve read; and</p> <p>identify spelling, grammar and punctuation in sentences with errors.</p>	<p>Recurring standards 1-6; 1-2, 5, 8-10, 17, 20</p>	<p>Before: DGP Bell Ringer</p> <p>During: Unreliable Narrator writing prompt</p> <p>After: Read informational text article and answer questions about the article in pairs; discuss answers as a class</p>	<p>Finish DGP bell ringer (<i>if not finished in class</i>)</p>	<p>Bell ringer, writing prompt, questions to info text article, discussion participation</p>
THURS	<p>Students will be able to:          demonstrate an understanding of the main ideas, events, themes, characters, &amp; pacing, and how the use of suspense, fear, imagery, mood, foreshadowing, and setting create mystery in the short story, “The Elevator;”</p> <p>write an ending to the story; and</p> <p>identify spelling, grammar and punctuation in sentences with errors.</p>	<p>Recurring standards 1-6; 1-4, 8, 9-10, 16-17, 20</p>	<p>Before: DGP Bell Ringer; Review for DGP bell ringer quiz</p> <p>During: Introduce “The Elevator”/Discuss social norms/Read short story</p> <p>After: Finish the Story Exit slip</p>	<p>Finish DGP bell ringer (<i>if not finished in class</i>)</p>	<p>Bell ringer, participation, discussion, exit slip</p>
FRI	<p>Students will be able to:          research, define and record several types of phobias and discuss the findings from their research; and</p>	<p>Recurring standards 1-6; 9, 17, 20, 22-23, 25-27</p>	<p>Before: DGP Quiz</p> <p>During: Discuss phobias/begin phobias research activity</p>	<p>Review for DGP bell ringer quiz</p>	<p>Bell ringer quiz, research activity findings,</p>

	identify spelling, grammar and punctuation in sentences with errors.		After: Discuss findings		discussion participation
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