

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: demonstrate an understanding of the main ideas, events, themes, characters, & 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>understand the meaning of the weekly vocabulary words, correctly use them in a sentence, identify their synonyms/antonyms, and identify their derivatives.</p>	Recurring standards 1-6; 1-4, 8, 9-10, 16-17, 20, 28, 30-32	<p>Before: Vocab Bell Ringer</p> <p>During: Introduce “The Elevator”/Discuss social norms/Read short story</p> <p>After: Finish the Story Exit slip</p>	Finish any work not completed in class	Bell ringer, participation, discussion, exit slip
TUES	<p>Students will be able to: research, define and record several types of phobias and discuss the findings from their research; and</p> <p>understand the meaning of the weekly vocabulary words, correctly use them in a sentence, identify their synonyms/antonyms, and identify their derivatives.</p>	Recurring standards 1-6; 9, 17, 20, 22-23, 25-27, 28, 30-32	<p>Before: Vocab Bell Ringer</p> <p>During: Discuss phobias/begin phobias research activity</p> <p>After: Discuss findings</p>	Finish any work not completed in class	Bell ringer, research activity findings, discussion participation
WED	<p>Students will be able to: analyze the information from listening to a podcast on the</p>	Recurring standards 1-6; 6-7, 9, 12, 18-19, 24, 28, 30-32	<p>Before: Vocab Bell Ringer</p> <p>During: Intro to podcast/listen and discuss podcast</p>	Finish any work not completed in class	Bell ringer, discussion participation, answer for podcast questions

	<p>science of fear to answer several questions; and</p> <p>understand the meaning of the weekly vocabulary words, correctly use them in a sentence, identify their synonyms/antonyms, and identify their derivatives.</p>		<p>After: Answer questions about information from the podcast</p>		
THURS	<p>Students will be able to: argue whether or not the lady in “The Elevator” was real or imagined and back up the argument with a written response containing evidence from the text; and</p> <p>understand the meaning of the weekly vocabulary words, correctly use them in a sentence, identify their synonyms/antonyms, and identify their derivatives.</p>	<p>Recurring standards 1-6; 1-4, 8-9, 20, 28, 30-32</p>	<p>Before: Vocab Bell Ringer During: ‘The Great Debate’ Group Activity After: Written response</p> <p><i>*Short story study guide will be placed on Google Classroom to prepare for short story test on Tuesday, 9/26</i></p>	<p>Finish any work not completed in class; study for short story test on Tuesday, 9/26</p>	<p>Bell ringer, participation/discussion in group activity, written response</p>
FRI	<p>Students will be able to: compare and contrast two different short stories, looking specifically at theme and setting; and</p> <p>understand the meaning of the weekly vocabulary words, correctly use them in a sentence, identify their synonyms/antonyms, and identify their derivatives.</p>	<p>Recurring standards 1-6; 2, 5, 10, 28, 30-32</p>	<p>Before: Vocab Bell Ringer During: “The Landlady” and “The Elevator” compare & contrast After: Think, Pair, Share</p>	<p>Study for short story test on Tuesday, 9/26</p>	<p>Bell ringer, compare and contrast, peer discussion</p>