

Eastern Kentucky University

Encompass

Honors Theses

Student Scholarship

Fall 2020

Incorporating Diverse Literature Into the Middle Grades Classroom

Katheryn A. Heinrich

Eastern Kentucky University, katheryn_heinrich@mymail.eku.edu

Follow this and additional works at: https://encompass.eku.edu/honors_theses

Recommended Citation

Heinrich, Katheryn A., "Incorporating Diverse Literature Into the Middle Grades Classroom" (2020). *Honors Theses*. 778.

https://encompass.eku.edu/honors_theses/778

This Open Access Thesis is brought to you for free and open access by the Student Scholarship at Encompass. It has been accepted for inclusion in Honors Theses by an authorized administrator of Encompass. For more information, please contact Linda.Sizemore@eku.edu.

The War that Saved My Life

Name: Katie Heinrich

Name of Unit: Relationships

Age/grade of students: 8th Grade

Unit Essential Question: How are people transformed through their relationships with others?

Standards Addressed:

RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.

RI.8.3: Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

L.8.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Goals for the Unit (this should include a *description of the major assessment(s)* for the unit): Compose a personal narrative that utilizes effective transitions, dialogue, organization, and a smooth progression of experiences.

Unit Plan Sequence

Day of Unit	Standard(s)	Student-friendly Learning Objective(s)	Formative Assessments	Accommodations/ Modifications	Instructional Sequence
1. Ch. 1-4	RL.8.3: Analyze how particular lines of dialogue or incidents in a	I can analyze how incidents in the story propel the action.	Students will complete a graphic organizer that requires students to	Read text aloud	Opening: Introduce the book to students, as well as the learning target and the focus of the unit. Read chapter 1 aloud to the class. As I read, I will be modeling my thinking strategies to demonstrate how

	<p>story or drama propel the action, reveal aspects of a character or provoke a decision.</p>		<p>respond to questions about inciting events and how they propel the story.</p>	<p>Model thinking strategies, written responses</p> <p>Partner work</p> <p>Graphic organizer instead of open response</p>	<p>to make connections to important events in the story and how they propel the action. To demonstrate this, I will pause during key points in the text (every couple of sentences) and verbalize my thoughts to the class.</p> <p>Activity: Students will participate in a “written conversation” activity with their table groups. One student will begin to write a story, and will pass the paper to the student next to them, who will add to the story. I will use this activity to demonstrate how the decision one person made to propel the action in the story affected what the next person would do.</p> <p>Closing: I will hand out a graphic organizer to students that has the categories “Inciting incident” “character response” “plot development,” along with several blank boxes. Students will read chapter 2 in pairs, and fill out the graphic organizer that will help them to fulfill the learning target. Each pair will turn in their graphic organizer as a formative assessment. Assign chapters 3 & 4 for homework.</p>
<p>2. Ch. 5-8</p>	<p>RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.</p>	<p>I can analyze how particular lines of dialogue reveal aspects of a character.</p>	<p>Students will complete a graphic organizer requiring them to analyze what a specific quote reveals about the character who said it.</p>	<p>Read text aloud</p> <p>Modeling thinking, writing strategies</p> <p>Graphic organizer instead of open response</p> <p>Partner work</p>	<p>Opening: Introduce the learning target, and summarize the previous day’s chapters. Read chapter 5 aloud, modeling thinking strategies in regards to dialogue this time. Use a think-aloud strategy to reflect on how the author uses dialogue to convey certain emotions. Annotate a copy of the text under the document camera as I read.</p> <p>Activity: Students will complete another graphic organizer that has a section labeled “Quote” and “What does this quote reveal about our character?” with their table partners as they read chapter 6 together. Students will be instructed to provide at least 5 examples of dialogue in the graphic organizer as well as their interpretations.</p>

					<p>Closing: Students will be called on to share some of their examples with the class. We will discuss interpretations of dialogue; I will ask prompting questions if students are hesitant to participate. Assign chapters 7 & 8 for homework.</p>
<p>3. Ch. 9-12</p>	<p>RI.8.3: Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.</p>	<p>I can analyze how an author makes connections between ideas.</p>	<p>Students will participate in a turn-and-talk and each produce one connection the “author” has made within the speech.</p>	<p>Read aloud Partner work/reading Closed captions on videos</p>	<p>Opening: Introduce the learning target, and summarize the previous day’s chapters. Read chapter 9 aloud, and have students read chapter 10 in pairs with their table partners.</p> <p>Activity: Students will view the TED Talk “I’m Not Your Inspiration, Thank You Very Much” (https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en). They will be asked to take notes during the video on any connections they may see between it and what we have been reading in the book up to this point, as well as on analogies that were discussed within the video.</p> <p>Closing: Students will then participate in a turn-and-talk with their table partners regarding how the speaker uses comparisons and analogies to make connections between different types of ideas. They will also discuss elements that stood out to them in regards to our book. As they discuss, they should each write down one connection they’ve discussed. Assign chapters 11 & 12 for homework.</p>
<p>4. Ch. 13-16</p>	<p>RI.8.3: Analyze how an author uses comparisons, analogies or categories to make connections among and</p>	<p>I can analyze how an author makes connections between ideas.</p>	<p>Students will create a visual representation of the analogies they have identified in their poem.</p>	<p>Read text aloud Partner/group work Visual responses</p>	<p>Opening: Introduce the learning target, and summarize the previous day’s chapters. Read chapter 13 aloud, and have students read chapter 14 in pairs with their table partners.</p> <p>Activity: Next, place students in groups of 3-4. Provide each group with a poem that touches on a main theme from our book (disability, war, PTSD, domestic abuse, feeling invisible, familial connections, etc). Have students read and discuss the poem they have</p>

	distinctions between ideas over the course of a text.				<p>been assigned and annotate the poem to show where the author uses analogies to connect back to their main idea.</p> <p>Closing: Students will, in their writer's notebooks, create a visual representation of the analogies they have identified in their poems. They will be allowed to present this in any form they would like (a poem of their own, a comic strip, a conceptual drawing, etc). Assign chapters 15 & 16 for homework.</p>
5. Ch. 17-20	L.8.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	I can use context to determine the meaning of an unknown word.	Students will complete a graphic organizer that asks them to identify and interpret the meanings of unknown words based on the context it is found in.	<p>Read text aloud</p> <p>Partner work</p> <p>Modeling</p> <p>Graphic organizers</p>	<p>Opening: Introduce the learning target, and summarize the previous day's chapters. Before reading, ask students to take out their writer's notebooks and jot down any words they hear that they do not know the meaning of. Read chapter 17 aloud, modeling how to use context from surrounding words and sentences to determine the meaning of potentially unknown words.</p> <p>Activity: Pass out a graphic organizer with sections labeled "word," "sentence the word is found in," "interpreted meaning," and "real meaning." As students read chapter 18 with their partners, have them pause where necessary to fill in all but the last section with any words they do not know the meaning of.</p> <p>Closing: We will review student answers, and, as a class, look up the "real" (aka dictionary definitions) meanings of each word. Students will compare these definitions with their guesses and text evidence. Assign chapters 19 & 20 for homework.</p>
6. Ch. 21-24	C.8.3: Use narratives strategically in other modes of writing, utilizing	I can produce clear & coherent writing.	Students will write freely for 10-15 minutes in response to a prompt of their choice, and then	<p>Read text aloud</p> <p>Partner reading/work</p>	<p>Opening: Introduce the learning target, and summarize the previous day's chapters. Read chapter 21 aloud, and have students read chapter 22 in pairs.</p>

	<p>effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>		<p>focus their topic in 3-5 clear sentences.</p>	<p>Modeling, examples</p> <p>Allow students to respond to free-write in native language.</p>	<p>Introduce the narrative essay; provide examples of excellent personal narrative topics.</p> <p>Activity: Have students complete a free-write brainstorming assignment. They will be asked to choose from the following personal narrative topics: “write about a time when someone’s kindness toward you changed your attitude about life,” or “write about a time someone’s specific actions made you feel loved.” They will be given 10-15 minutes to freely write, with no restrictions, on one of the topics.</p> <p>Closing: Students will share some of their responses under the document camera. Using student responses, I will model how to take their topic and focus it in order to have a clear & coherent basis for a personal narrative. Pay special attention to an emphasis on focusing in on a specific moment in time instead of a general description of the event. In the last few minute of class, students will summarize what they wrote in 3-5 sentences that address their topic in a clear, concise way. Assign chapters 23 & 24 for homework.</p>
<p>7. Ch. 25-28</p>	<p>C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p>	<p>I can create an engaging introduction to my narrative essay that hooks the reader.</p>	<p>Students will compose an engaging introductory paragraph that has an engaging hook.</p>	<p>Read text aloud</p> <p>Model activities with minilesson & mentor text</p> <p>Extra time if necessary</p>	<p>Opening: Introduce the learning target, and summarize the previous day’s chapters. Read chapter 25 aloud, and have students read chapter 26 in pairs.</p> <p>Activity: Provide students with a 10-minute minilesson on how to create an engaging introduction to a personal narrative. Demonstrate examples of how to write an engaging hook. Demonstrate techniques such as how to introduce action and keep readers guessing and involved.</p> <p>Closing: Have students spend the last part of class using their chromebooks to compose an introductory paragraph to their personal narratives. If they do not finish by the end of class, they will be instructed to</p>

	<p>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>				<p>finish it for homework. Also assign chapters 27 & 28 for homework.</p>
<p>8. Ch. 29-32</p>	<p>C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to</p>	<p>I can use dialogue to develop characters.</p>	<p>Students will effectively incorporate examples of dialogue in their narrative essays.</p>	<p>Read text aloud</p> <p>Partner work</p> <p>Modeling with minilessons from mentor text</p> <p>Extra time if necessary</p>	<p>Opening: Introduce the learning target, and summarize the previous day's chapters. Read chapter 29 aloud, and have students read chapter 30 in pairs.</p> <p>Activity: Provide a 10-minute minilesson, using "The War that Saved My Life" as a mentor text, on how to effectively use dialogue in a narrative. Demonstrate the conventions of dialogue as well. Point out grammatical structures, but also how the author uses dialect to convey key information about the characters.</p> <p>Closing: Allow students to spend the remainder of the class period working on their narratives. Instruct them to use dialogue in the ways demonstrated in the minilesson at least once in their draft. I will have students e-mail me their drafts at the end of class, so that I will have a sample of the dialogue they have included in their essays up to this point. Assign chapters 31 & 32 for homework.</p>

	develop experiences, events and/or characters.stu				
9. Ch. 33-36	<p>C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p>	I can effectively use transitions to show the relationships among events.	Students will effectively use transitions within their narrative essays.	<p>Read text aloud</p> <p>Partner reading</p> <p>Modeling with minilesson from mentor text</p>	<p>Opening: Introduce the learning target, and summarize the previous day's chapters. Read chapter 33 aloud, and have students read chapter 34 in pairs. Have students participate in a 5-minute turn-and-talk with their partner where they discuss the events of these two chapters.</p> <p>Activity: I will provide students with a 10-minute minilesson on how to effectively transition from one scene to another within a narrative, using "The War that Saved My Life" as a mentor text. Students will learn about transitional words and phrases, as well as when and how to use them. Using the book, I will model how to transition between settings, time periods, and even chapters at least briefly.</p> <p>Closing: The remainder of class time should be spent working on narratives, with special attention to transitions. Students will be instructed to include at least one example of a transition within their essay following the model provided in the minilesson, highlight it within their draft, and e-mail it to me. Assign chapters 35 & 36 for homework.</p>
10. Ch. 37-41	C.8.3: Use narratives strategically in other modes of writing, utilizing	I can use descriptive details and sensory language to convey	Students will effectively incorporate at least 3 examples of descriptive details	<p>Read text aloud</p> <p>Partner reading</p>	Opening: Introduce the learning target, and summarize the previous day's chapters. Read chapter 37 aloud, and have students read chapter 38 in pairs.

	<p>effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</p>	experiences and events.	and/or sensory language within their narratives.	<p>Modeling with minilesson from mentor text</p> <p>Modeling in real-time with my own text</p>	<p>Activity: Provide students with a 10-minute minilesson on incorporating descriptive details and sensory language within their essay, using “The War that Saved My Life” as a narrative text. I will model, using an example text, how to go back through one’s writing and add said details to enhance the story.</p> <p>Closing: I will have students spend the remainder of class going back through their narrative essay, adding descriptive details and sensory language. I will ask that they add at least 3 additional details, highlight them, and send me the draft. Assign chapters 40 & 41 for homework.</p>
<p>11. Ch. 42-46</p>	<p>C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p>	I can provide a conclusion that connects the narrative’s relevance to the purpose of the writing.	Students will compose a conclusion that connects the narrative’s relevance to the purpose of writing.	<p>Read text aloud</p> <p>Partner reading/work</p> <p>Modeling with minilesson & from personal essay in real-time</p>	<p>Opening: Introduce the learning target, and summarize the previous day’s chapters. Read chapter 42 and 43 aloud, and have students read chapters 45 and 46 independently.</p> <p>Activity: Provide students with a 10-minute minilesson on how to produce a clear, effective conclusion that wraps up the writing. Demonstrate, using our book as a mentor text, how the author provides a satisfying conclusion to the book.</p> <p>Closing: Students will compose their own conclusions to their essays following the model provided in the minilesson/example.</p>

	<p>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</p> <p>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>				<p>*Teacher can opt to include an additional day(s) to peer-edit, conference, and/or discuss the conclusion of the book.</p>
--	--	--	--	--	--

Individual Lesson Plans

Lesson Plan #1	
Date (where the lesson falls in your unit sequence): Day 9	
Lesson Title: Effective Transitions	
1. Standard(s):	<p>C.8.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</p> <p>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</p>
2. Student-Friendly Learning Objective(s):	

I can effectively use transitions to show the relationships among events.

3. Formative Assessments

Describe and include the formative assessments to be used to measure student progress during this lesson.

Students will effectively use transitions within their narrative essays.

Developing	Meeting	Exceeding
Student fails to provide an example of a transition within their narrative, or their transition is not smooth or does not make sense.	Student provides at least one example of an effective transition, highlighted, within their narrative essay.	Student provides examples of effective transitions throughout their writing.

4. Resources

Identify the resources and literacy strategies (including appropriate technology) needed for the lesson.

5. Lesson Procedures

Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objectives and promote higher order thinking.

- Greet students at the door. Have the learning target on the board for students when they come in. They will know to get their notebooks out of the bin when they walk in.
- Review learning target & expectations for the day.
- Begin by reading chapter 33 aloud. Pause during key points if student engagement is slipping.
- Pair students with their table partners, and have them partner-read chapter 34. As they finish, have students participate in a 5-minute turn-and-talk to discuss the events of these past 2 chapters.
- Begin the minilesson. Using "The War that Saved My Life" as a mentor text, demonstrate key examples where the author effectively uses transitions to show relationships and move from one scene within the text to another.
- Allow students to access their chromebooks. For the remainder of class, they should be working on their narrative essays. Instruct students to attempt to use transitions at least once in their essay, highlight the instances where they have done this, and send the draft to me in an e-mail.
- Assign chapters 35 & 36 as homework.

The Benefits of Being an Octopus

Name: Katie Heinrich

Name of Unit: Addressing Conflict

Age/grade of students: 8th Grade

Unit Essential Question: How does conflict lead to change?

Standards Addressed:

RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

L.8.5.a: Interpret figurative language, including but not limited to irony, in context.

L.8.3.: Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).

RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.

Goals for the Unit (this should include a *description of the major assessment(s)* for the unit):

Students can compose a coherent argumentative essay that effectively supports claims with clear reasons and relevant evidence.

Unit Plan Sequence

Unit Plan Sequence					
Day of Unit	Standard(s) <i>Type out the entire standard.</i>	Student-friendly Learning Objective(s)	Formative Assessments	Accommodations/ Modifications	Instructional Sequence

<p>* 1. Ch. 1 Ch. 2 for HW</p>	<p>RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can make inferences from the text that I read.</p>	<p>Students will complete an exit slip in their writers' notebooks that asks them to make an inference about a character, as well as an explanation of why they have come to this conclusion.</p>	<p>Read text aloud instead of requiring students to read it silently</p> <p>Model thinking processes for students</p>	<p>Opening – After introducing the unit/book and lesson target, we will do the “frontloading with images” exercise as a class. Students will practice making inferences based on the pieces of pictures they are presented with.</p> <p>Activities – I will read chapter one aloud to the class, modeling my mental processing with a think aloud. This is how I will introduce reading the book to the students – by showing them how they should be thinking about the reading – who will hopefully use these strategies when they read on their own.</p> <p>Closure – After the group reading, I will have students take out their notebooks. I will ask them to infer something about a character of their choice and, underneath this, explain why they think this is the case. Assign chapter 2 to be read for homework.</p>
<p>2. Ch. 3 Ch. 4 for HW</p>	<p>RL.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>I can cite evidence from the text to support my inferences.</p>	<p>They will be required to cite at least one piece of text evidence to support their claim. They can do this by providing a direct quotation, or by summarizing evidence of foreshadowing, dialogue, or characters' behavior. As an example: “I think Frank is abusive towards the children. This is because on page 11</p>	<p>Provide summaries of the chapters read for homework, in case students could not complete the homework for that night (so they will still be able to participate in the activity).</p> <p>Read text aloud</p>	<p>Opening – We will briefly review the content of the chapters read during the previous day (the chapter read in class and the chapters assigned for homework). Students will be given a key word from the previous day's reading, and asked to write about what they remember for 5 minutes in a quick write. I will ask students whether their inferences have been changed, strengthened, or been unaffected by the information they were given in the second chapter and take student responses.</p> <p>Activities – Read chapter 3 aloud to the class. At the front of the room, the white board will be divided into 3 sections with washi tape. I will pick one of the students' inferences (ideally one that many students in the class have come up with), and title each section “I agree,” “I disagree,” and “I don't have enough evidence to make a decision yet.” Each student will be given a colored post-it note, and asked to go up to the</p>

			<p>he blows up at them over something stupid and cusses them out. I think his behavior is only going to get worse.”</p>		<p>board and place their sticky note in the column that best matches their opinion on the chosen inference.</p> <p>I will ask if anyone would like to share where they put their sticky note, and why they chose that section. I will prompt them to see if they can give me specific evidence from the text.</p> <p>Closure – I will talk about how our inferences are stronger if we can support them with text evidence. I will ask students to go back to their previous inferences, write their new inference underneath (unless their opinion hasn't changed), and this time back up their claim with evidence from the text. Assign chapter 4 for homework.</p>
<p>3. Ch. 5 Ch. 6 for HW</p>	<p>L.8.5.a: Interpret figurative language, including but not limited to irony, in context.</p>	<p>I can interpret uses of figurative language in a text.</p>	<p>Students will interpret and use figurative language in their own writing by writing alongside both a paragraph from the text and my own writing. They will mimic the writing style of the author by telling a personal story while describing their actions like that of an animal of their choice. Students will be assess on whether they can correctly use metaphors in their</p>	<p>Read text aloud</p> <p>Assign roles with regard to student ability, interests, etc.</p> <p>Model processes for students</p> <p>Write alongside students as encouragement</p>	<p>Opening – I will introduce the learning target, and spend the first few minutes of class reviewing the chapters read during the previous day's lesson (both read in class and assigned for homework). At this point, students' bellringer activity will involve them turning to talk to their table partner(s) about figurative language. One person will be the designated scribe and will write down what the pair/group says, and another will be designated to share the answers with the class. They will discuss within their group examples of figurative language they may have seen in chapters 3 and 4, and write down any examples they can find. I will call on each group once to share what they have written with the class.</p> <p>Activities – Read chapter 5 aloud to the class. I will place the pages of the book underneath the document camera, and annotate with sticky notes at places where I spot figurative language. I will hand out sticky notes to each group, and have them do the same thing in chapter 4 of their books.</p>

			writing to convey their meaning.		Closure – I will pass out copies of the paragraph on page 18 where Zoey uses metaphors to describe herself behaving like an octopus. I will instruct students to get out their notebooks and, using the paragraph as a mentor text, choose an important memory and retell it while using metaphors to compare their actions to that of an animal’s. I will write alongside students under the document camera in case they become stuck. Assign chapter 6 for homework.
* 4. Ch. 7 Ch 8 & 9 for HW	RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	I can determine the main idea of an informational text.	Students will write one main idea from the “text” that they have learned from reading the book so far/watching the documentary on a sticky note. They will then stick their sticky notes under the “learned” column on the whiteboard. I will assess student answers to determine understanding of main idea.	Read text aloud Provide closed captioning on videos Students may draw visual representations of their “main ideas” if they choose	Opening – Begin by reading chapter 7 aloud. Summarize & introduce learning target. Announce that we’re going to be watching the documentary “Poor Kids” while reading alongside the book. Ask students to write at the top of today’s page the title of the documentary, followed by what they think the film will be about based on the title. Divide a large sheet of paper into 3 sections for a giant KWL chart. Call on students to give examples of things they know about what it’s like to live in poverty, either from personal experiences, the book we’re reading, or other sources. Write student answers on the paper. Then call on students to ask what they would like to know more about. Activities – Play first 20 minutes of documentary (https://www.pbs.org/wgbh/frontline/film/poor-kids/#video-2). While watching, ask students to write down three central themes that they see in their notebooks. What “big takeaways” can they spot in the film? Ask students to share their answers. Make connections to important themes if students don’t come up with them on their own: negatives of low income (hunger, cold, frequent moving, etc); strong family relationships; working hard to survive; caring for younger siblings; depression & anxiety; etc.

					<p>Closure – As a close, I will hand out post-it notes. Students will write one “big takeaway” on their post-it note, and stick them to the “learned” column. They will be asked to put their name on their sticky note. Assign chapters 8 & 9 for homework.</p>
<p>5. Ch. 10 Ch. 11 & 12 for HW</p>	<p>RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.</p>	<p>I can cite textual evidence to support the main idea of a text.</p>	<p>On a brief exit slip, I will ask students to write down 3 pieces of supporting evidence to support their main idea that they have learned and used in their CC from the research they completed during class.</p>	<p>Read text aloud Closed captioning ELL students can paste images into their critical companions to convey ideas if they do not yet have the language Extra time will be provided (as homework) Heterogenous parings</p>	<p>Opening – We will briefly review the content of the chapters read during the previous day (the chapter read in class and the chapters assigned for homework). Students will be given a key word from the previous day’s reading, and asked to write about what they remember for 5 minutes in a quick write. I will then introduce the learning target. Next, students will be paired with their table partner and participate in “partner reading,” where they take turns reading the chapter aloud in groups of two. Students will view the next 20 minutes of the film.</p> <p>Activities – Provide a 5-minute minilesson that demonstrates a model for how students should complete the upcoming Critical Companion assignment. Students will complete a Critical Companion guided document on one of the main ideas they chose during the last class (the chart and sticky notes should still be hanging up). They do not have to use the one they chose; they can use any of the ideas presented by the class. They will need their chromebooks for outside research.</p> <p>Closure – As a close, students will turn and talk to their table partners about the topic they chose and what they found in their research. 5-7 minutes before the end of class, they will complete a short exit slip. On this, they will write the top 3 most important statistics they have found on their topic during their research. If they have not finished their CC, it will be assigned as homework. Assign chapters 11 & 12 as homework.</p>

<p>6. Ch. 13 Ch. 14 & 15 for HW</p>	<p>RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.</p>	<p>I can summarize the main ideas of a text in my own words.</p>	<p>Students will summarize their key takeaways from the film in 240 or fewer characters in the form of a Twitter post (though they will likely not actually be posting on Twitter).</p>	<p>Read text aloud Students may draw a 3-panel comic strip as a summary instead. As long as they can concisely summarize key information.</p>	<p>Opening – I will summarize, introduce the learning target, and students will read chapter 13 in pairs. Students will view the final 14 minutes of the film.</p> <p>Activities – Students will take 5-7 minutes to discuss with an elbow partner the key takeaways from the film. Working with their partner, they will then use their chromebooks to complete a “Tweet the Text” activity. In 240 characters or fewer, they will summarize the key takeaways (or “main ideas”) from the film.</p> <p>Closure – Students will be asked to share some of their tweets, which will be written on the board. Assign chapters 14 & 15 as homework.</p>
<p>* 7. Ch. 16 Ch. 17 & 18 for HW</p>	<p>C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.</p>	<p>I can produce a claim that has a clear organization and focus.</p>	<p>Students will produce a paragraph that makes a claim that has a clear focus that they will use to develop their argumentative essay.</p>	<p>Read text aloud</p>	<p>Opening – I will summarize, introduce the learning target, and students will read chapter 16 with their partners. I will introduce the big assessment project for this unit, which is producing an argumentative essay. Make connections between what Zoey is learning in debate and argumentative essay.</p> <p>Activities – Using gun control as an example, assign students to either side and have them spend 10-15 minutes researching whichever side they are on. Have students engage in a mock debate.</p> <p>Closure – For the last 10 minutes of class, have students write 3-5 sentences in their notebooks that states a claim about gun control with a clear focus and goal, based on the research that they completed and the results of the debate. Finally, have students brainstorm a topic they think they would like to argue (from a provided list). Let them know that they are allowed to change their argumentative topic if their research changes their mind. Assign chapters 17 & 18 as homework.</p>

<p>8. Ch. 19 Ch. 20 & 21 for HW</p>	<p>C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.</p>	<p>I can identify relevant evidence to support my claim.</p>	<p>Students will answer the question “What makes a source reliable? How can you tell if a source is unreliable?” in 3-5 sentences in their notebooks.</p>	<p>Read text aloud</p>	<p>Opening – I will summarize, introduce the learning target, and students will read chapter 19 with their partners. I will perform a minilesson on how to find appropriate evidence to support a claim.</p> <p>Activities – I will ask students to find 5 reliable sources that they can use in their argumentative essay. I will add each student to a Google Doc of their topic. For example, all students researching gun control will be added to a doc centered around that. Students will be asked to add their sources to that Google Doc, and that document will be a potential resource for everyone who is researching that topic.</p> <p>Closure – Students will be asked to answer the following question in their notebooks, in 3-5 sentences: what makes a source reliable? How can you tell if a source is unreliable? Assign chapters 20 & 21 as homework.</p>
<p>9. Ch. 22 Ch. 23 & 24 for HW</p>	<p>C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.</p> <p>L.8.3.a: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular</p>	<p>I can cite clear evidence to support my claim within my essay.</p>	<p>Students will create a baseline structure for their argumentative essay, and incorporate their sources/evidence into their outline.</p>	<p>Read text aloud</p> <p>Provide students with an “outline” graphic organizer that they can fill in if they choose. They can also choose to make their own outline in their notebooks, if they’d prefer.</p>	<p>Opening – After the introduction, students will read chapter 22 independently. Conduct a minilesson on how and why to use the passive voice in argumentative writing.</p> <p>Activities – In front of students, projected onto the screen, I will choose an example of a well-written argumentative essay and annotate the text in front of them in order to point out important key elements. I will point out concise language, how they incorporate sources into their writing, and how they produce a coherent introduction and conclusion.</p> <p>Closure – For the last 10-15 minutes, I will ask students to create a rough outline of how they want their essay to be structured, and where they will put each of their key evidence. Assign chapters 23 & 24 as homework.</p>

	effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).				
10. Ch. 25 Ch. 26 & 27 for HW	C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.	I can produce an argumentative essay that uses evidence to support my claims.	Students will produce a rough draft of an argumentative essay.	Read text aloud Provide extra time	<p>Opening – I will summarize, introduce the learning target, and students will read chapter 25 independently.</p> <p>Activities – I will allow students to work on their essay for the majority of the class period, on their own. I will spend a few minutes during the beginning of class writing my own essay alongside them, projected onto the screen (I will pick a topic that no one else is doing). For the remainder of the class, I will have 5-minute conferences with students to review where they're at, anything they may be stuck on, and answer any questions they may have.</p> <p>Closure – Students will e-mail me a copy of their rough drafts (or at least what they have so far). If they do not finish their drafts by the end of class, they will be required to do so for homework. Assign chapters 26 & 27 as homework.</p>
11. Ch. 28	C.8.1: Compose arguments to support claims with clear reasons and relevant evidence.	I can, with guidance, revise my writing to make it better.	Students will revise their rough drafts to produce a more strengthened essay.	Read text aloud Extra time if necessary (this lesson can spread into multiple days and multiple drafts if desired). Teacher can model different revision strategies	<p>Opening – I will summarize, introduce the learning target, and read the final chapter of the book aloud. On the document camera, I will do a minilesson on how to revise a piece of writing to make it better. I will do this by revising my own writing in front of them, instructing them on the different techniques for editing a draft.</p> <p>Activities – Students will then spend a few minutes revising their own writing based on what they have</p>

				<p>across several days; for example, focusing on audience one day, purpose the next, etc).</p>	<p>learned. They will also trade papers with their table partner and revise each others' writing.</p> <p>Closure – Students will be asked to revise their writing to create a “final” draft. We will return to each piece of writing later in the year to revise them further, but this is the draft they will turn in for a summative assessment grade, along with their previous draft. If they do not finish it in class (which they probably won't, because there most likely will not be enough time), it will be assigned as homework.</p>
--	--	--	--	--	--

Individual Lesson Plans

Lesson Plan #1		
Date (where the lesson falls in your unit sequence): Day 4		
Lesson Title: Main Ideas		
6. Standard(s): RI.8.2: Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.		
7. Student-Friendly Learning Objective(s): I can determine the main idea of an informational text.		
8. Formative Assessments Describe and include the formative assessments to be used to measure student progress during this lesson. Students will write one main idea from the “text” that they have learned from reading the book so far/watching the documentary on a sticky note. They will then stick their sticky notes under the “learned” column on the whiteboard. I will assess student answers to determine understanding of main idea.		
Rubric:		
Developing	Meeting	Exceeding
Student’s answer is not relevant to what was discussed in the film, or is only a minor detail and not a key concept. For example: “one of the girls collected cans for money.”	Students will correctly identify one main idea from the film on a sticky note. For example: “Strong family relationships”	Students correctly identify one main idea and provide depth.

		For example: "Children from poor households tend to have strong bonds with their siblings, parents, or both."
--	--	---

9. **Resources**

Identify the resources and literacy strategies (including appropriate technology) needed for the lesson.

- "The Benefits of Being an Octopus"
- PowerPoint
- Projector
- Whiteboard
- Documentary "Poor Kids" (<https://www.pbs.org/wgbh/frontline/film/poor-kids/#video-2>)
- Large sheet of paper
- Markers
- Writer's Notebooks
- Sticky notes

10. **Lesson Procedures**

Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objectives and promote higher order thinking.

- Greet students at the door. Have the learning target on the board for students when they come in. They will know to get their notebooks out of the bin when they walk in.
- Review learning target & expectations for the day. Summarize information from chapters read the day before.
- Begin by reading chapter 7 aloud. Pause during key points if student engagement is slipping.
- Announce that we are going to be watching the documentary "Poor Kids" on PBS Frontline. Ask students to write the title of the documentary on today's journal page, and take a few minute to write down what they think the documentary will be about specifically.
- Take the giant sheet of paper and divide it into three columns. At the top of each column, write "What I know," "what I want to know," and "what I have learned."
- Call on students to respond to the "know" column. Ask them what they know about what it's like to live in poverty. These can be based on things they have heard, seen in the media, read in our book, or even personal experiences if students wish to share them. Write down all student answers, even if they are biased or incorrect.
- Next, ask students what they would like to know more about, or questions they may have. Write down all student answers I the "want to know" column.
- Before filling out the "learned" column, play the first 20 minutes of the film. While watching, have students write down 3 central themes they see in their notebooks. What "big takeaways" can they spot in the film? Provide an example; for example, you could pause the video after the narrator mentions that even middle-income families can suddenly become homeless, and write down "sometimes poverty is caused by bad luck, and can happen to anyone." Also provide students with an example of something that is NOT a main idea, such as writing down details of things that happen that don't contribute to the underlying message of the film (such as "the boy's dad had a good job but lost it during the recession").

- Afterward, call on students to share the main ideas they have come up with. Elaborate on partially correct responses; encourage surface-level responses to respond with more depth; provide support to students who have not quite yet grasped the concept. Write revised main ideas on the board.
- Hand out a sticky note to each student, and ask them to write down their name on the back, and one main idea on the front of their note, whether it's one they came up with or one that someone else did. As they finish, have students come up to the paper on the board and stick their notes under the "learned" column.
- Extension: if lesson ends early, students will be allowed to read their homework chapters silently until the bell rings.

All American Boys

Name: Katie Heinrich

Name of Unit: Addressing Bias

Age/grade of students: 8th Grade

Unit Essential Question: How are prejudice and bias created? How do we confront them?

Standards Addressed:

RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

C.8.2: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

L.8.1: In both written and oral expression:

b. Demonstrate appropriate use of verbs in the active and passive voice.

Goals for the Unit (this should include a *description of the major assessment(s)* for the unit): Students will compose an informative essay that examines a topic and conveys ideas to others.

Unit Plan Sequence

Day of Unit	Standard(s)	Student-friendly Learning Objective(s)	Formative Assessments	Accommodations/ Modifications	Instructional Sequence
1. Ch. 1	RL.8.2: Determine themes of a text, and analyze how they are developed through	I can determine the main themes of a text.	Students will write 3-5 sentences in their writers notebook about one of the main themes	Read text aloud Model thinking strategies aloud	Opening: After introducing the unit/book and lesson target, I will read chapter one aloud to the class, modeling my thinking strategies aloud to them. I will spend the next few minutes having students complete a quick-write where they take five minutes to respond

	relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.		identified in chapter one.	Students will be allowed to respond in the quick-write in any way they like (any dialect, pictures, any format such as letters, etc).	<p>to the reading however they would like. I will write alongside them under the document camera.</p> <p>Activity: Next, students will respond to an anonymous Padlet that asks the following questions:</p> <ol style="list-style-type: none"> 1) How do you feel about the events that have occurred so far? 2) What do you think some of the main themes of this text are? 3) What do you think the primary conflict in this story is going to be? <p>We will discuss student responses as a class. Allow students to debate respectfully. Question troubling responses.</p> <p>Closing: Students will respond in their writer's notebooks one of the main themes they can identify from the text. They will be allowed to state one that they have come up with themselves, or one that they have heard from a peer that they liked.</p>
2. Ch. 2	RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	I can cite textual evidence to support the main idea.	Students will, in pairs, discuss one main idea from the text and one piece of text evidence to support their idea.	<p>Read text aloud</p> <p>Modeling thinking strategies</p> <p>Minilesson modeling citing text evidence, using "All American Boys" as mentor text</p>	<p>Opening: I will introduce the learning target and read chapter two aloud. While reading, I will make a verbal note of statements that back up (or refute) students' main idea predictions from last class. I will then do a minilesson, using my examples from chapter two, on how to use text evidence to support a claim about main idea.</p> <p>Activity: Next, I will pair students up with a table partner and have them participate in a turn-and-talk where they select one of the main ideas they discussed last class, and search for text evidence to support their claim. In their journals, they will write down their main idea, as well as the text evidence below it.</p>

					Closing: Students will select one person from each group to share their main idea and text evidence with the class. These will be added to a class Google Doc for the book, which all students will have access to.
3. Ch. 3	RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	I can determine how the main idea is developed through the relationships of the characters.	Students will complete a character map graphic organizer that connects character relationships back to main idea.	Students will work in pairs Modeling activities Students are given a graphic organizer to help organize their thoughts	Opening: I will begin by introducing the learning target. Before class, students will complete a short prereading quiz that asks 5 questions about what they think is going to happen next, and their opinions of Rashad and Quinn. Activity: After the quiz has been collected, I will introduce partner reading. I will spend a few minutes modeling partner reading to the class, then assign students into groups of two. Students will take turns reading a page at a time to each other in their groups. Closing: As a closing activity, students will begin a character map. This is a graphic organizer that chronicles the development of and relationships between the two main characters in this story, Rashad and Quinn. Each person in the pair will be responsible for one of the characters, and all the information must somehow tie back to the main idea that they have selected.
4. Ch. 4	RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can determine what the text says explicitly as well as draw inferences.	Students will each write one thing they have learned on a sticky note and place it on the KWL chart at the end of class.	Discussion with peers	Opening: After introducing the learning target, I will once again allow students to read chapter 4 with their partners. Afterward, they will take ~5 minutes to add to their graphic organizers. On the board, I will have a large sheet of paper divided into three sections. These will be labeled "What I know," "What I want to know," and "What I have learned." I will introduce the article, and ask, "What do you know about racism in America?" Then, I will ask "What do you want to know about racism in America?" And fill in student answers. Activity: I will pass out hard copies of the article, "No, I Am Not Okay; Thanks for Asking"

					<p>(https://www.tolerance.org/magazine/no-i-am-not-ok-thanks-for-asking). Students will be asked to annotate the article as they read, underlining anything that stands out to them as something they have never known or thought of before, or even just information that they think is important for others to know. Students will then be sorted into groups of 3-5, and asked to discuss the things they highlighted in the article.</p> <p>Closing: Students will each be given a sticky note, and asked to write down one important piece of information that they have learned from the article, whether it was directly stated in the article or not. They will be told to put their name on the back, and to come stick their sticky note to the “what I have learned” column.</p>
5. Ch. 5 & 6	<p>RI.8.1: Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>L.8.4.d: . Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important</p>	I can acquire and use grade-appropriate domain-specific words and phrases.	Students will discuss word meanings from context as a class and write their definition predictions in their notebooks. They will also, as a class, create a word wall of all the words and their definitions.	Partner reading Class discussions	<p>Opening: I will introduce the learning target, and have students read chapter five in pairs. I will assign chapter six for homework. Then, I will introduce a list of vocabulary words that will come up in the upcoming article. Using the list, I will ask students to predict what they think the article will be about. I will give them 1-2 minutes to write down a sentence or two about their prediction, and ask for some students to share.</p> <p>Activity: Students will read the article “Living With the Bear” (https://www.tolerance.org/magazine/living-with-the-bear), and annotate it similarly to the class period before. This time, they will make note of each of the vocabulary words and their contexts and, in their notebooks, write down what they think the word means based on the context it is used in. We will discuss each word as a class, correcting misconceptions and expanding on student ideas.</p>

	to comprehension or expression				Closing: I will assign each student one of the words, and give them each a colored strip of paper with the word on it in large bold print. They will fill in the definition underneath the word that we have discussed as a class, and tape the paper to the empty bulletin board. Along with reading chapter 6 for homework, students will be instructed to brainstorm a topic for their informative essay that will be coming up, and have one selected to research by next class. Their research topic should have something to do with something we have been reading about in our book.
6. Ch. 7 & 8	C.8.2 c: c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	I can produce reliable facts and statistics about my topic.	Students will send me an e-mail that includes a minimum of 5 reliable sources they have found to support their topic.	Modeling Think-aloud strategies – what makes the essay “good”? Extra time if needed; can complete as homework	Opening: I will introduce the learning target. Students will read chapter 7 in pairs. Activity: Students will be given 5 minutes to update their graphic organizers, and will then be introduced to their upcoming summative assessment (producing an informative essay). I will walk them through 2 good examples of informative essays, pointing out the elements that make them of high quality. Closing: Students will begin researching their topic (they will have had prior instruction on how to identify a reliable source in their earlier unit, and I will remind them of this). They will be asked to send me an e-mail that includes a minimum of 5 reliable sources they have found to support their topic (books, articles, videos, etc).
7. Ch. 9 & 10	C.8.2.a & b: a. Produce clear and coherent writing in which the development, organization and style are appropriate to task,	I can produce a clear introduction of my topic.	Students will produce a clear and coherent introductory paragraph to their informative essay.	Guided reading activities (notes) Students can respond in images and/or in native language	Opening: I will introduce the learning target. Students will read chapter 9 independently, and will create their own multicolumn notes in their writer’s notebooks. Activity: Students will be given a 10-minute minilesson on how to compose a well-written introductory paragraph, and will be provided with examples.

	<p>purpose and audience.</p> <p>b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</p>			<p>Minilesson modeling with mentor text</p> <p>Side-by-side modeling</p> <p>Extra time if necessary</p>	<p>Closing: While using their Chromebooks, students will compose their own introductory paragraphs for their informative essay. While they work, I will be modeling the production of an introductory paragraph under the document camera. Assign chapter 10 for homework.</p>
<p>8. Ch. 11 & 12</p>	<p>C.8.2 d & e: d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>I can use precise vocabulary to explain my topic.</p>	<p>Students will craft the body paragraphs of their essay, paying attention to the vocabulary used within their writing.</p>	<p>Guided reading activity</p> <p>Students can respond in native language to introductory activity</p> <p>Minilesson modeling using mentor text</p> <p>Extra time if necessary</p>	<p>Opening: I will introduce the learning target. Students will read chapter 11 independently and respond to a comprehension question in their writer's notebooks that will be presented on the PowerPoint.</p> <p>Activity: Students will be given a minilesson on how to effectively compose the body of an informative essay. I will demonstrate using the book as a mentor text how to use specific vocabulary to communicate a specific message.</p> <p>Closing: Students will spend the remainder of the class period working on the body of their informative essay. Whatever they do not finish in class will be assigned as homework, along with chapter 12 of the book.</p>
<p>9. Ch. 13 & 14</p>	<p>C.8.2.f & h: Establish and maintain a formal style.</p> <p>h. With some guidance, develop and strengthen writing as needed by planning,</p>	<p>I can strengthen my writing by revising as necessary.</p>	<p>Students will conference with each other, and will be able to produce a copy of their draft that is marked up for revision.</p>	<p>Students who do not wish to conference with each other will be offered the opportunity to conference</p>	<p>Opening: Introduce the learning target. Students will independently read chapter 13 and respond to a comprehension question in their writer's notebooks that will be presented on the PowerPoint.</p> <p>Activity: Students will be given a minilesson on how to appropriately peer-edit a document, using the annotating techniques we learned earlier in the unit but adjusted specifically for proofreading. They will be</p>

	revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.			individually with me. Guided reading activity	instructed to swap papers with a peer and edit each other's writing. Closing: Students will then swap papers and write revision recommendations on each other's papers. They should be providing both grammatical feedback and higher-level thinking feedback (such as organization, clarity, focus, etc).
10. Ch. 15 & 16	C.8.2.g & h: Provide a concluding statement or section that follows from and supports the information or explanation presented. h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	I can provide a concluding statement that supports the information presented.	Students will compose a clear conclusion that summarizes and supports the information in their essay.	Guided reading activity Minilesson modeling with mentor text Model work alongside students Using student examples	Opening: Introduce the learning target. Students will independently read chapter 15 and respond to a comprehension question in their writer's notebooks that will be presented on the PowerPoint. Activity: Students will be given a 10-15 minute minilesson on how to produce a clear concluding paragraph that summarizes the information presented in their essay. I will also provide them with 1-2 examples of excellent writing. Closing: Students will compose the concluding paragraphs to their essays while I monitor progress. If there is extra time, students will be allowed to share their work under the document camera with the rest of the class. Make sure to point out any areas that the student has done particularly well, but avoid pointing out student errors publicly. Whatever students do not finish, they will be instructed to come to class the next day with a completed rough draft of their essay. Also, assign chapter 16 for homework.
11. Ch. 17	C.8.2.h: With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a	I can revise my draft to produce a well-written copy.	Following further conferences, students will revise their drafts until they are satisfied with a final copy to submit for a grade.	Students may opt to conference with me if they do not wish to peer-edit This lesson can be extended if the	Opening: Introduce the learning target, and read chapter 17 aloud. Activity: Students will once again swap papers with a peer (or with me). They will spend 10 minutes reviewing each other's papers, then they will return their papers to their original owner.

	new approach, focusing on how well purpose and audience have been addressed.			teacher feels as though more instruction, time, minilessons, etc. are needed to sufficiently teach the informative essay to students.	Closing: For the remaining 10-15 minutes of class, students will revise their drafts. Students will be allowed to complete their revisions at home if they do not have enough time, but that their final drafts are due at midnight.
--	--	--	--	---	--

Individual Lesson Plans

Lesson Plan #1		
Date (where the lesson falls in your unit sequence): Day 1		
Lesson Title: Main Themes		
11. Standard(s): RL.8.2: Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.		
12. Student-Friendly Learning Objective(s): I can determine the main themes of a text.		
13. Formative Assessments Describe and include the formative assessments to be used to measure student progress during this lesson. Students will write 3-5 sentences in their writer’s notebook about one of the main themes identified in chapter one.		
Developing	Meeting	Exceeding
Student writes fewer than 3 sentences, and/or their response is off topic or unrelated to the main theme.	Student writes 3-5 sentences in their writer’s notebooks addressing one of the main themes identified in the first chapter.	Student writes 3-5 sentences addressing the main theme and backs up their claim with text evidence.
14. Resources Identify the resources and literacy strategies (including appropriate technology) needed for the lesson. <ul style="list-style-type: none"> - Class set of the book “All American Boys,” by Jason Reynolds and Brendan Kiely - PowerPoint 		

- Whiteboard, markers
- Document camera
- Writer's notebooks
- Chromebooks
- Internet
- Padlet

15. Lesson Procedures

Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objectives and promote higher order thinking.

- Greet students at the door. Have the learning target on the board for students when they come in. They will know to get their notebooks out of the bin when they walk in.
- Review learning target & expectations for the day.
- Begin by reading chapter one aloud. Pause during key points if student engagement is slipping.
- At the end of chapter one, instruct students to complete a quick-write in their notebooks, where they take 5 minutes to respond to the reading however they would like. I will write alongside them under the document camera.
- Next, students should be given time to retrieve their chromebooks. Send them an e-mail with the link to the class Padlet. Tell students that their responses will be anonymous, and then have them respond to the following three questions:
 - 1) How do you feel about the events that have occurred so far?
 - 2) What do you think some of the main themes of this text are going to be?
 - 3) What do you think the primary conflict in this story is going to be?
- Allow time for student responses.
- Discuss student responses as a class; read each aloud, and discuss. Invite live student response and engagement; allow students to debate respectfully. Question troubling responses, but mostly just take note of how student opinion changes over time.
- During the last 5 minutes of class, have students write 3-5 sentences in their writer's notebooks about the main themes they were able to identify in chapter one. These can be authentic responses, the same as what they wrote on their Padlet, or one of the ideas addressed by a classmate.