

JMS Lesson Plan

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| Teacher Name: | Glenda J. Cagle | Subject: | ELA |
| Date: | Beginning: 8/14/2017 Ending: 8/18/2017 | Grades: | 8 th Grade |
| Standards | ELAGRI1: Cite text evidence ELAGRI2: Determine central idea and summarize ELAGRI3: Analyze how an idea is introduced and elaborated ELAGRI4: Determine the meaning of words and phrases ELAGRI8: Trace and evaluate an argument | | |
| Differentiation: | Audial, PALS, Small groups, individual | | |
| Objective | Students will be able to trace and evaluate arguments and evaluate supporting evidence to determine whether the evidence is relevant or irrelevant. | | |
| Teacher Notes: | <p>Monday: Grammar: DGP-Week #2 Reading: Continue with “Much Too Young to Work so Hard” Writing: Double Entries for Effects of Child Labor from their close-reading questions.</p> <p>Tuesday: Grammar: DGP Reading: Finish Close Reader: “Much Too Young to Work so Hard”; Students will look at evidence to determine if it is relevant or irrelevant. Writing: Continue Double Entries for Effects of Child Labor from their close-reading questions.</p> <p>Wednesday: Grammar: DGP Reading: Writing: The article “Much Too Young to Work so Hard” presents arguments for and against child labor. Students will trace and cite evidence for both points of view and summarize parts of the article.</p> <p>Thursday: Grammar: DGP Reading: Text “When Do Kids Become Adults?” Reading selections from “Room for Debate” in the New York Times page 235 Writing: Small groups: Students will complete Critical vocabulary and analyzing the text questions.</p> | | |

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| | <p>Friday: Grammar: DGP</p> <p>Reading: Text “When Do Kids Become Adults?” Reading selections from “Room for Debate” in the New York Times page 235</p> <p>Writing: Small groups: Students will complete Critical vocabulary and analyzing the text questions.</p> |
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| DOK Level | Activities / Assignments / Questions | Assessment | |
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| 1 | <p>Evaluate: in “Much Too Young to Work so Hard” evidence to determine if it is relevant or irrelevant.</p> <p>Evaluate: in “What the brain says about maturity,” what is the main reason the author gives to support his claim?</p> | <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other |
| 2 | <p>Analyze: In “Leave the voting age alone,” what counterargument does the author makes to respond to people who want to lower the voting age in order to increase teenagers’ participation in the political process.</p> <p>Summarize: The article “Much Too Young to Work so Hard” presents arguments for and against child labor. Students will trace and cite evidence for both points of view and summarize parts of the article.</p> | <input checked="" type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response <input checked="" type="checkbox"/> Constructed Response <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other – |
| 3 | | <input type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal <input type="checkbox"/> Rubric <input type="checkbox"/> Other – |
| 4 | | <input type="checkbox"/> Formative <input type="checkbox"/> Summative | <input type="checkbox"/> Selected Response <input type="checkbox"/> Constructed Response <input type="checkbox"/> Essay <input type="checkbox"/> Verbal |

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|-------------------|---|--|---|
| | | | <input type="checkbox"/> Rubric <input type="checkbox"/> Other – |
| Resources: | Chart paper Holt textbook Close Reader | | |

***Attach exemplar, assessment (if applicable), and pacing guide (with first lesson of each quarter)*