

Unit Plan

The Giver by Lois Lowry

Ms. Molly Presler

Eighth Grade

Unit Overview

Week one:

1. Monday: **Introduce** *The Giver* by Lois Lowry
 - a. Introduce Dystopia/Utopia and driving questions
2. Tuesday: Introduce **vocabulary**
3. Wednesday: Create **Graphic Organizers**
 - a. **Character and society** traits
4. Thursday: Halfway point **discussions**
 - a. How society affects character
5. Friday: **Annex Room** Activity
 - a. **Discuss** painful memories

Week two:

1. Monday: **Vocab Review** and Introduce **Essay**
2. Tuesday: Whole book class **discussion**
3. Wednesday: **Essay** work day
4. Thursday: **Essay** work day
5. Friday: **Vocab Quiz** then **Essay** work day
 - a. drafts due Monday

Driving Questions

How is Jonas impacted by his city? How is he changed by the Giver? Is this change good for Jonas? Why or why not?

Standards

7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

8.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objectives

- Students will follow the central theme of the driving questions (character and setting) throughout the unit, and come to a conclusion of their own on the answers.
- Students will memoize and comprehend vocabulary from *The Giver*.
- Students will write an essay of their choice covering something they personally found interesting in *The Giver*.

Day One

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Notebooks, writing utensils, whiteboard & markers, Copies of <i>The Giver</i></p>	<p>Technology Needed: Chromebooks/iPads, projector</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standards</p> <p>8.5.6.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p>Differentiation</p> <p>Below Proficiency: These students will be allowed as much time as they need to complete the assignment, and even if they don’t complete the assignment completely, we’ll go over it as a whole class, as well.</p> <p>Above Proficiency: These students will have an opportunity to get ahead on their reading if they finish especially quickly.</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> • Students will compare and contrast between Utopia and Dystopia. • Students will begin to consider whether this novel will be a utopian novel or a dystopian novel. • Students will know the driving questions for this unit. <p>Bloom’s Taxonomy Cognitive Level: Knowledge, Analysis</p>	<p>Approaching/Emerging Proficiency: These students will have the opportunity here to work on their own or in a small group, which could help them move closer to proficiency.</p> <p>Modalities/Learning Preferences: There will be technology incorporated and independent work, which can be helpful for hands-on learners, but there will also be time together as a class for those who are auditory or speaking learners.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • The students can choose groups, as long as they stay on task. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • Students may work in groups that they choose of two or three, as long as they remain on task. If they begin to become distracting to one

<p>When I ask for their attention back to me, I expect them to move back to their seats if they've moved.</p>	<p>another or to others, I'll ask them to work independently.</p>
Minutes	Procedures
0-5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Take attendance as students come in · Be sure every student has some electronic device that they can search on · Have a copy of <i>The Giver</i> on each student's desk as they come in
5-10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Ask: “how many of you have heard of dystopias or utopias before?” · If some raise their hands, ask for examples · If none raise their hands, say “awesome, we’ll start learning about them today!” · Say: “Today, to get ready to read our next novel, we’re going to figure out the difference between utopias and dystopias”
15-20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> · Ask the students to take out their notebooks and writing utensils · Draw a big Venn diagram on the board, with “utopia” over one circle and “dystopia” over the other · Explain, for those who may not remember, that “in each of the circles, you write differences between the things, and inside the overlap, you write the similarities between the two things” · Have them copy the Venn Diagrams in their notebooks. · Ask them to research on the internet to find the similarities and differences between utopia and dystopia, explaining that we’ll come back together as a class at the end to discuss our findings
20-35	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · The students can complete this activity independently or in groups of two or three · I’ll be walking around, asking students what they’re finding, and guiding them towards quality sources and away from poor sources · If they finish early, they can begin reading their assignment from <i>The Giver</i> for the night
35-50	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · When I can see that most/all students are done with their research, I’ll bring the class back together and ask for volunteers to fill in parts of the Venn diagram · When this is all done, we’ll talk about the things we all seemed to notice, and then I’ll open up my PowerPoint, which has the distinctions I especially wants them to make and will lead them into the driving questions · At the end of class, I’ll collect the students’ notebooks and remind them that they are to read chapters 1-3 of <i>The Giver</i> for the next day.

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be walking around asking the students what they're finding. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If they don't have chromebooks or iPads, or if independent work just gets too out of control, I'll be ready to do the research part myself with all of them on the projector – as a large group. 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> · I'll collect their notebooks and check their Venn diagrams to see if they were on the right track. <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice of Essays, in which they could choose to answer the driving questions 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Day Two

The students will have read chapters 1-3 before this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Vocabulary worksheet, writing utensil, online dictionary (Chromebook/iPad) or paper dictionary, Copies of <i>The Giver</i></p>	<p>Technology Needed: Chromebook/iPad</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standard(s) 8.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Differentiation</p> <p>Below Proficiency: Students below proficiency will be in groups with those meeting and exceeding proficiency, so that those students can guide them towards proficiency and answer any questions they have.</p> <p>Above Proficiency: Students above proficiency will be in groups both with students below and meeting proficiency so they can test their knowledge and help the others to move towards proficiency and beyond.</p> <p>Approaching/Emerging Proficiency: Again, these students will be grouped both with students above and below them proficiency wise, so that they will be challenged to help those struggling and also be helped by those who are above succeeding.</p> <p>Modalities/Learning Preferences: Students will be able to use either a paper dictionary or an online one.</p>

<p>Objective(s)</p> <ul style="list-style-type: none"> · The students will memorize the definitions of twenty words from <i>The Giver</i>. · The students will understand the meaning of the words when they come up in the novel. · The students will create sentences and pictures based on the definitions of the words, to help them remember what they mean. <p>Bloom’s Taxonomy Cognitive Level: Knowledge, comprehension, application</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> · Students will be working with the pods they are assigned to, so there should not be moving around the classroom, except if I allow the whole group to move somewhere. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> · I will allow students to work in groups as long as they are on task. If they are not, I’ll have to assign the work individually.
<p>Minutes</p>	<p>Procedures</p>
<p>0-5</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Have vocab sheets already on desks when students come in · Take attendance and make sure students have an electronic device
<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Ask: “has anyone ever started a book and then put it down and decided not to read it, because none of the words made any sense?” · Say: “I know I have before. So today – we’re going to combat this. We’re going to begin to learn some of the words from <i>The Giver</i> right as we’re starting to read the book, so that we have a head start. Also, these are just really beautiful words to know”
<p>10-15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> · “What we have in front of us is a vocab worksheet, which you will eventually complete, but first, I want to give you guys a chance to really get to know the first few words.” · “Each pod will be assigned one of the first words” (there are 8 pods of 3). · “With the word your group is assigned, you will find the definition, write a sentence, and draw a picture, like it says on the sheet, but you’ll also search through the book to find where that word is.” · “I’ll give you all a hint: if you have one of the first four words, it’s going to be in chapters 1-4, if you have one of the next four words, it’ll be in chapters 5-8.” · “Once you’ve done all of this, you’re going to share with the class all the information you’ve learned, and you’ll read us the sentence as you found it in the book.”

<p>15-35</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · They'll have this time to find the definition of their word, write a sentence using it, draw a picture, and find the sentence where the word is used in the book. · If anyone gets done early, they are welcome to complete the vocab sheet , which will be due by Friday, or work on their reading for the next day. 	
<p>35-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · I'll have the students go around the pods, presenting briefly on their word and reading the sentence. I will inform the students that the rest of the vocab sheet is due by Friday (today is Tuesday). · I'll remind them of how Jonas is concerned about "precision of language," so we should pay extra attention to the words he chooses, because they are all chosen very carefully. 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · Some of them will find definitions to the words that don't match the usage in the book, which is okay, but if that's the word their group is presenting, I'll make sure to ask whether it matches. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If students simply cannot stay on task or are getting rowdy or something, I can have them complete their vocab sheets individually and silently. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · I will collect the vocab sheet from them on Friday <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essay and Vocab Quiz 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Day Three

The students will have read chapters 4-7 before this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Graphic Organizers, writing utensils</p>	<p>Technology Needed: None today, though they might want to do a little searching on an iPad or Chromebook</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Other (list) • Hands-on • Technology integration • Imitation/Repeat/Mimic <p>Explain:</p>
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • The students will be able to create their own graphic organizer, which is best suited to their personal learning style. • They'll be in their pods and can help each other out if needed. • I'll also be walking around, aiding students who may have difficulty making decisions on their own or who are confused for other reasons.
<p>Objective(s)</p> <ul style="list-style-type: none"> • The students will recognize details about main characters and setting. • The students will create and begin to fill in a graphic organizer to follow how setting and character are shaped and shape each other in the novel. 	

Bloom's Taxonomy Cognitive Level: Know, Comprehend, Create	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> · They'll stay in their pods, so there should be little in the way of transitions. Their pods will be grouped strategically, so that all students hopefully remain on task. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> · I expect the students to work independently or quietly collaborate with close neighbors.
Minutes	Procedures
0-5	Set-up/Prep: <ul style="list-style-type: none"> · Have PowerPoint ready · Have students take out notebooks as they come in and sit down · Take attendance
5-10	Engage: <ul style="list-style-type: none"> · Ask: "How are you all liking the book so far?" · Discuss for a few minutes what they like and don't like about the book, what's confusing them, and what's clear to them. · Tell them that today we're going to spend a little bit of time just getting our ideas out on paper.
10-20	Explain: <ul style="list-style-type: none"> · "First, I have to show you some of the ways that you can do that – I'm going to give you some examples" · Pull up PowerPoint of examples of some graphic organizers, discuss what I like and dislike about each of them, but tell them that this is entirely for them, so how they take notes should be up to them. · "Today, you're all going to pick two graphic organizers to help follow the story. One of them will be focused on character – specifically Jonas' character, though you can focus on more than one if you'd like – and another on setting. It might be most helpful if this second one is also connected to character, like the example I'll show." · Remind them of the driving questions, which I've repeated on the last slide.
20-45	Explore: <ul style="list-style-type: none"> · Give them some time to create graphic organizers. Let them know that they can collaborate with each other for ideas, but that they each will be making two graphic organizers in this class period, and filling it out to the best of their abilities so far in the book. If they have extra time, they can read for tomorrow.

<p>45-50</p>	<p>Review:</p> <ul style="list-style-type: none"> · Ask if anyone wants to share their graphic organizer with the class and explain why they chose the one they did. · Tell them that tomorrow we'll be using these to have a discussion about the book so far and remind them to keep up with their reading. 	
<p>Formative Assessment: Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be walking around, asking why they chose this particular graphic organizer. Also, I'll ask them about the driving questions and about how they feel about Jonas and the book as a whole so far. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · I'll have some of the example graphic organizers printed out in case some students are really struggling to recreate one on their own, or even if the whole class is. 	<p>Summative Assessment End of lesson: I'll check out their graphic organizers as I go, though they'll keep them.</p> <p>If applicable- overall unit, chapter, concept, etc.: Choice Essays</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Day Four

The students will have read chapters 8-11 before this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Graphic Organizers, Notebooks, Copies of <i>The Giver</i></p>	<p>Technology Needed: Not today</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other (list) <p>ø Peer teaching/collaboration/cooperative learning</p> <p>ø Visuals/Graphic organizers</p> <p>ø PBL</p> <p>ø Discussion/Debate</p> <p>ø Modeling</p>	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <p>ø Hands-on Technology integration</p> <p>ø Imitation/Repeat/Mimic</p> <p>Explain:</p>
<p>Standard(s)</p> <p>8.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Differentiation</p> <ul style="list-style-type: none"> · I will group students so that there are students of varying abilities in each group, understanding that the students who are of higher proficiency can aid those that are still below/approaching proficiency, and those who are emerging/above proficiency can learn by teaching.

<p>Objective(s)</p> <ul style="list-style-type: none"> · The students will know how Jonas is influenced by his city. · The students will consider whether or not the city is good to/for Jonas. · The students will know how Jonas is influenced by the Giver. · The students will consider whether or not the Giver is good for Jonas. <p>Bloom’s Taxonomy Cognitive Level: Comprehend, Analyze, Evaluate</p>	
<p>Classroom Management-</p> <ul style="list-style-type: none"> · I will have set groups and areas for those set groups made before class, so that the transition to and from those groups can flow easily. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> · I expect students to be respectful of each other and their peers’ ideas during their small group discussion time and our large group discussion time.
<p>Minutes</p>	<p>Procedures</p>
<p>0-5</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · I will have the tables arranged so that there are 4 areas in which groups of 6 can congregate. · I will have the students sit wherever they wish while I take attendance, and then I will send them to their groups.
<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Ask the students: “Did you know we’re already halfway done with <i>The Giver</i>? I figured, because we’re halfway through, it would be a good idea to get into some groups and discuss our driving question and see what our answers to it are so far”
<p>10-15</p>	<p>Explain:</p> <ul style="list-style-type: none"> · Tell the students that they’ll need their graphic organizers from yesterday, and that they’ll probably want a notebook to take notes in. · Tell the students that whenever they are done with their discussion, when they feel they have sufficiently answered the question and everyone’s had a turn to voice their opinions, they can read for tomorrow’s class or work on vocab.
<p>15-35</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · Allow them this time to have their discussions. · I know it probably won’t take this long, I want to give them some time to work on reading or vocab if they need to

<p>35-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · We'll come back together as a big group, and each small group will give a summary of what they talked about in their discussions, and then we'll come up with our whole class halfway point answers to the driving questions. · I'll have them fill out an exit slip (just on a scratch piece of notebook paper) answering the question how they would answer it now, halfway through the book. · Remind them that vocab is due tomorrow! 	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be going between the groups to make sure they're all participating and discussing what they should be discussing. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If students start to get disrespectful or antsy, I'll just have the discussion as a large group. 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> · Collect Exit slips <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essays 	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>		

Day Five

The students will have read chapters 12-15 before this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Annex Room handouts, writing utensils, Copies of <i>The Giver</i></p>	<p>Technology Needed: None today</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Ø Direct instruction Ø Guided practice Ø Socratic Seminar Ø Learning Centers Ø Lecture Ø Technology integration Ø Other (list) <ul style="list-style-type: none"> Ø Peer teaching/collaboration/cooperative learning Ø Visuals/Graphic organizers Ø PBL Ø Discussion/Debate Ø Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> Ø Large group activity Ø Independent activity Ø Pairing/collaboration Ø Simulations/Scenarios Ø Other (list) <p>Explain:</p> <ul style="list-style-type: none"> Ø Hands-on Technology integration Ø Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>8.5.5.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> · There are five options for different paragraphs or “memories” that <i>The Giver</i> is transmitting, so I’ll be sure to keep in mind my students reading comprehension levels and proficiency levels when handing them out. The one about marriage, for example, is a little bit easier to comprehend, and it’s a little bit clearer why this would be included, so if I have a student who is struggling in reading comprehension, I would give that student this particular card. For my students who are above proficiency, I would perhaps challenge them by giving them the “memory” of the holocaust, which is a bit more of a challenge. · Students can choose to work alone or in pairs, but no more than two to a group.

<p>Objective(s)</p> <ul style="list-style-type: none"> · Students will read a small paragraph and identify the main idea and provide a brief summary. · Students will analyze the paragraph to decide what the significance is in relation to <i>The Giver</i>. · The students will explain why this particular paragraph should be included as one of Jonas' memories of humanity's past. <p>Bloom's Taxonomy Cognitive Level: Comprehend, Analyze</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> · Students can choose to work anywhere in the room for this activity, as long as they are on task. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> · I expect students to work in groups of no more than two. · If a group is not working well together, I'll have them work independently.
<p>Minutes</p>	<p>Procedures</p>
<p>0-5</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Have cards and worksheets printed (the cards on cardstock, the worksheets just on regular copy paper) · Take attendance as the students come in · Have them take out writing utensils · Collect Vocab sheets
<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · The students will be coming in just having read chapter 15, in which The Giver gives Jonas the memory of war, his first truly <i>painful</i> historical memory. Ask them what they think about that. Is it good for Jonas to experience this? · Tell them that today we're going to be given our own annex room memories, and we're going to decide why they are events worth remembering.

10-15	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> · Tell the students that they'll each be given a card (they can be in groups of up to two, but can work by themselves, as well) and a worksheet to answer some questions about their paragraph. · Explain that these are "memories" that The Giver transmitted to Jonas, and we are to explain what the memory is and why it would be worth transmitting. · Make it clear that these are not actual memories that are transmitted in the book necessarily, that these are just possible memories that someone has made up, but that they serve the purpose well and are memories that the Giver could have given to Jonas. · Ask them to keep in mind why the Giver gives Jonas the memories he does and remind them of our driving questions – maybe even put the last slide from yesterday up on the board, to remind the students of our driving questions. · Let them know that if students finish early, they can start reading for the next class or working on studying vocab.
15-40	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · Have the students complete the activity, walking around and asking them what their thoughts are and guiding them where they need guidance. · Remind students of the driving questions, as well: Is it good for Jonas to be experiencing these memories? · If students finish early, they can start reading for the next class or working on vocab.
40-50	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · Once everyone has completed the activity, bring everyone back to a large group. · Bring back the driving question and focus on whether or not the change that The Giver is bringing to Jonas' life is good. It's clearly a good when he introduces Jonas to love and joy and color, but it becomes complicated when Jonas is introduced to pain. Is there a good to Jonas knowing pain? What could be the good that comes out of Jonas "receiving" pain? Why is it good for us to know about the events that took place in our own "annex room" cards? · Let them sit with these questions a little bit and tell them it's okay not to have answers yet! Tell them we'll come back to these questions in a whole discussion when we finish the book (on Tuesday) and that they can choose to write an essay on this topic, too. · Let them know that I'll be assigning the essay on Monday and the first draft will be due the week after that. · Also, let them know that on Monday we'll be having a vocab review day.

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · Go around the room, asking students different variations of the last part of the driving question – whether or not it would be good for Jonas to have the memory that they’ve been assigned. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If many students are having a hard time, I’ll take one of the cards and use it as an example for the whole class. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · The students will hand in the worksheet. <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essay: possibly answering the question we focus on in this lesson!
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Six

Students will have read chapters 16-19 for this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Vocab Sheets (hand them back), Graphic organizers, Essay assignment handouts and rubrics, Copies of <i>The Giver</i></p>	<p>Technology Needed: projector</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other: Review Day / introducing an assignment <ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) <p>Explain:</p> <ul style="list-style-type: none"> ø Hands-on Technology integration ø Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> · Students will have the option to use their vocab sheet for bingo or go without it, depending on whether or not they're ready to challenge their brain to memorize the words and definitions. I'll make it clear that this is just for them, so they can use their resources now, but let them know that they won't be able to use notes on the vocab quiz on Friday. · During bingo, every definition, I'll have someone (or everyone) answer what the correct word is. That way, those who are emerging proficiency or above proficiency have a chance to check their work, and those who are still below proficiency can begin to learn the words, too, and not just be lost.

<p>Objective(s)</p> <ul style="list-style-type: none"> · The students will begin to memorize their 20 vocabulary words. · Students will be aware of what is expected of them in their essay for this unit. <p>Bloom's Taxonomy Cognitive Level: Know, Apply</p>	
<p>Classroom Management-</p> <ul style="list-style-type: none"> · This day will be a little bit of a hodge-podge of things, so it will be important to have clear transitions, so students follow what I'm doing. 	<p>Behavior Expectations-</p> <ul style="list-style-type: none"> · Students will be expected to be respectful of each other and me during this time. If they cannot do so as a whole group, I'll have them all work independently on studying for vocab, catching up on reading, or beginning to brainstorm for the essay.
<p>Minutes</p>	<p>Procedures</p>
<p>0-10</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Have the seats arranged as usual · Have students get out their graphic organizers from last Tuesday, so I can check them, and we can discuss them a little bit · Hand back vocab sheets · Have vocab bingo ready, but not handed out yet · Have essay assignments and rubrics ready, but not handed out yet.
<p>10-20</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Begin class by having the students break out their graphic organizers from last week and have a conversation about how we've seen Jonas change over the course of the novel and how his setting has changed him or how he has changed his setting. · (Making clear the connection between this part of the driving question "how is Jonas influenced by his city? How is he changed by the Giver?"). · Move from this discussion to our vocab, that we haven't discussed as a class in a week! · Go over any common errors you noticed in looking over their vocab sheets. · Tell them that today we're going to be reviewing our vocab for our quiz on Friday by playing Bingo!
<p>20-25</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> · Hand out vocab bingo sheets and bingo markers, and as I'm doing this, have them fill in the bingo sheets (legibly, because other students will be using your card throughout the week, and we want them to be able to read it) with vocab words from their vocab sheets (let them know that they will have to use 4 of their words twice to fill in the whole card) · Once everyone has their bingo sheets filled out, say: "how it'll work is I'll read off a definition or a sentence (using the word blank in replacement of the word) and you'll mark that word on your card." · After every definition, I'll give everyone a few moments, and then I'll ask what the word was.

<p>25-35</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · Play bingo as a class! · Have prize basket that students can pick prizes from when they win (as an incentive to pay attention, if the glory of winning isn't enough for them) · After a few games of bingo, about ten minutes worth, I'll transition to review, which (today, because this was a review activity itself) will instead be an introduction to the final essay.
<p>35-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · Collect Bingo cards and markers. · Have a student hand out choice essay assignment and rubric · Pull up the assignment and rubric on the projector and go through it slowly with the students, asking them if they have any other ideas for essay prompts or which one they think they'll answer, if they have an idea already. · Tell students to enjoy the rest of the book and to have themselves and their graphic organizers ready for a whole class discussion tomorrow!
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be in charge during bingo, so I'll make sure to come back to words that the class doesn't seem to know as well. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If I run out of time for introducing the essay, I can do it at the beginning of class tomorrow before our discussion of the whole novel as a whole class. 	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <ul style="list-style-type: none"> · I'll take up bingo cards, but not much really. <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essay and Vocab Quiz
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Seven

Students will have read chapters 20–23 (the whole book) for this class period.

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Graphic Organizers, white board and markers, copies of <i>The Giver</i>, namecards</p>	<p>Technology Needed: none today</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other (list) <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Modeling <ul style="list-style-type: none"> • Discussion/Debate 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on Technology integration • Imitation/Repeat/Mimic
<p>Standards</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • The class will all be in a group, which will help the students who are below proficiency, because they'll have the opportunity to engage in discussion – asking questions and answering questions for and with those who meet or exceed proficiency, which will aid them in meeting proficiency themselves. In clarifying themselves for others, students who meet or exceed proficiency will have the opportunity to challenge themselves to grow in their own understanding of material as well.
<p>Objective(s)</p> <ul style="list-style-type: none"> • The students will engage in a full class discussion, answering our driving questions. <p>Bloom's Taxonomy Cognitive Level: Apply, Synthesis</p>	<ul style="list-style-type: none"> • I will have already discussed with students – at the beginning of the year – who struggle with any sort of social anxieties that make it difficult to speak up in the whole class, and will have worked out something with them to alleviate their pressure in this situation.

<p>Classroom Management-</p> <ul style="list-style-type: none"> · The tables will be arranged in such a way that the whole class can see each other at once, so we can all discuss at once. The tables will be like this when the students enter, so that there doesn't have to be transition time to this format. 	<p>Behavior Expectations-</p> <ul style="list-style-type: none"> · Students will be expected to behave and speak respectfully to others in their class. If this becomes an issue, I will simply send students who are being disrespectful to the office and have a conversation with them after class. I'll make this very clear at the beginning of class this day and any day we have a class discussion like this. I will have a zero-tolerance policy for unkindness in class discussion.
Minutes	Procedures
0-5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Have the tables arranged in a large circle before students arrive · Have students take out their graphic organizers · Have the driving questions written in big letters on the whiteboard before students arrive
5-15	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Tell students that we're going to have a full class discussion today, answering our driving questions, one at a time. · Tell them we're going to begin by playing a game to find our seats. I'll have everyone bring their chairs into the center of the circle to play a game of "The cold wind blows." · For those students that may not know how to play, I'll explain that one student will stand in the middle and say something like "the cold wind blows if you have a pet" and then if you have a pet, you'd stand up and go find a seat that isn't yours right now. The person left standing is now "it" and has to make another statement, like "the cold wind blows if you like cheesecake." · We'd play a few rounds of that until everyone is good and mixed together, and then I'll add in a chair for the last person left standing.
15-20	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> · Once everyone is seated and calmed down, I'll hand out the students' name cards that they'll have made at the beginning of the school year. · I'll explain that if a student has something to add to the conversation, they can turn their name card on its side to signal that, and I'll call on them when the person who is speaking has finished. · Let the students know that they will be graded on their participation in the discussion and that in order to get full points, they'll have to make at least two contributions to the conversation (unless they have already spoken to me about something that makes them unable to do so) and be respectful and attentive to their classmates and to me. · Tell the students that they'll also turn in an exit slip at the end of class answering the driving questions (on the board) so they can be working on this during the discussion, as well.

<p>20-40</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · I'll begin by asking our <i>driving questions</i>, and just see what students' responses are. I'll ask if they've changed over time or if their answers have stayed the same. · If the driving questions take up the whole time, that's awesome. If not, I could also: · ask students what they want to discuss as well. · ask the students what they plan to write about and why. · ask them whether they liked the book and what they think the main point of the book is.
<p>40-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · Play a quick game of vocab bingo to end class if there's time. (I'll have to be flexible with the discussion time) · Collect exit slips and tell students that the next two days are essay work days and remind them of the vocab test on Friday
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be able to sort of guide the conversation to answer the driving questions and the questions most pertinent to my standards <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If students begin to get quiet or too loud and I need to move them around, I'll play another game of "the cold wind blows" to get them moving a bit. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · The students will be graded on their participation in the discussion, which they'll be aware of. Each student needs to make at least two contributions, unless they've spoken to me about something that makes them unable to do so. I'll make the assignment 5 points, one for each contribution, and three for being respectful and attentive. · I'll also collect the exit slips answering the driving questions briefly <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essays
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Eight

Essay Work Day 1

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Chromebooks, paper and pencil, copies of <i>The Giver</i></p>	<p>Technology Needed: Chromebooks</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other: Essay Work day <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on technology integration • Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Students who prefer to brainstorm or write on their computer can do so, and those who prefer to brainstorm on paper can do that. All turned in drafts will be typed, though. • I'll be coming around the class while students are working and doing individual conferences with them on their essay and what their individual process will look like.

<p>Objective(s)</p> <ul style="list-style-type: none"> Students will work on writing their choice essay for <i>The Giver</i>. <p>Bloom’s Taxonomy Cognitive Level: Analysis, Synthesis, Create</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> Students will be allowed to move about the room as they please, as long as they are on task and are not distracting to others. 	<p>Behavior Expectations-</p> <ul style="list-style-type: none"> Students will be expected to do their own work during this time, though if they want to discuss the essay with another student to brainstorm, that’s just fine.
<p>Minutes</p>	<p>Procedures</p>
<p>0-5</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Take attendance Let students move about as they please, but have them try to stick to one spot when they settle somewhere
<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> Because we’re going to be working independently, I think it’s a good idea to do something together as a whole class first, so I’ll give them the option of doing some exercises and stretching for 5 minutes or playing heads up – 7 up for 5 minutes.
<p>10-15</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> Tell the students that this is their time to work, and that I’ll be coming around doing conferences with everyone (either today or tomorrow) just to get a gage for how their essays are going and to help them out if they need it.
<p>15-40</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Students will have this time to work. I’ll be having conferences with students during this time, as well.
<p>40-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> I’ll hand out vocab bingo cards and we’ll play vocab bingo for the last 10 minutes of class. Remind students that they have a vocab quiz on Friday

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be doing conferences with students, and I'll also just be generally available for any questions that might come up. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If moving around doesn't work, I'll have all the students sit in their assigned seats and work independently. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · Not really anything yet <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essay
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day 9

Essay Work Day 2

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Chromebooks, paper and pencil, copies of <i>The Giver</i></p>	<p>Technology Needed: Chromebooks</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> ø Direct instruction ø Guided practice ø Socratic Seminar ø Learning Centers ø Lecture ø Technology integration ø Other: Essay Work day <ul style="list-style-type: none"> ø Peer teaching/collaboration/cooperative learning ø Visuals/Graphic organizers ø PBL ø Discussion/Debate ø Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> ø Large group activity ø Independent activity ø Pairing/collaboration ø Simulations/Scenarios ø Other (list) ø Hands-on Technology integration ø Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> · Students who prefer to brainstorm or write on their computer can do so, and those who prefer to brainstorm on paper can do that. All turned in drafts will be typed, though. · I'll be coming around the class while students are working and doing individual conferences with them on their essay and what their individual process will look like.
<p>Objective(s)</p> <ul style="list-style-type: none"> · Students will work on writing their choice essay for <i>The Giver</i>. <p>Bloom's Taxonomy Cognitive Level: Analysis, Synthesis, Create</p>	

<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> · Students will be allowed to move about the room as they please, as long as they are on task and are not distracting to others. 	<p>Behavior Expectations-</p> <ul style="list-style-type: none"> · Students will be expected to do their own work during this time, though if they want to discuss the essay with another student to brainstorm, that's just fine.
Minutes	Procedures
0-5	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Take attendance · Let students move about as they please, but have them try to stick to one spot when they settle somewhere
5-10	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Because we're going to be working independently, I think it's a good idea to do something together as a whole class first, so I'll give them the option of doing some exercises and stretching for 5 minutes or playing heads up – 7 up for 5 minutes.
10-15	<p>Explain:</p> <ul style="list-style-type: none"> · Let the students know I'll be finishing up conferences today, so I'll make sure I get to everyone who I didn't get to yesterday
15-40	<p>Explore:</p> <ul style="list-style-type: none"> · Students will have this time to work. I'll be having conferences with students during this time, as well.
40-50	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · I'll hand out vocab bingo cards and we'll play vocab bingo for the last 10 minutes of class. Remind students that they have a vocab quiz TOMORROW! Encourage them to do this one without using their notes.

<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be doing conferences with students, and I'll also just be generally available for any questions that might come up. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If the moving around doesn't work, I'll have all the students sit in their assigned seats and work independently. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · Not really anything yet <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Choice Essay
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	

Day Ten

Vocab Quiz and Last Essay Work Day

<p>Grade: 8</p>	<p>Subject: English</p>
<p>Materials: Quizzes, Chromebooks, writing utensils</p>	<p>Technology Needed: Chromebooks</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct instruction • Guided practice • Socratic Seminar • Learning Centers • Lecture • Technology integration • Other: Vocab Quiz and Essay Work day <ul style="list-style-type: none"> • Peer teaching/collaboration/cooperative learning • Visuals/Graphic organizers • PBL • Discussion/Debate • Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> • Large group activity • Independent activity • Pairing/collaboration • Simulations/Scenarios • Other (list) <p>Explain:</p> <ul style="list-style-type: none"> • Hands-on • Technology integration • Imitation/Repeat/Mimic
<p>Standard(s)</p> <p>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</p> <p>8.11.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Everyone will take the quiz at the same time (students who go to a different room to take tests will do so). Students with different IEPs will have adaptations on a case per case basis. • Work time: • Students who prefer to brainstorm or write on their computer can do so, and those who prefer to brainstorm on paper can do that. All turned in drafts will be typed, though. • I'll be coming around the class while students are working and doing individual conferences with them on their essay and what their individual process will look like.

<p>Objective(s)</p> <ul style="list-style-type: none"> · Students will match vocabulary words with their definitions and use them in the context that they are used in <i>The Giver</i>. · Students will work on writing their choice essay for <i>The Giver</i>. <p>Bloom’s Taxonomy Cognitive Level: Know, Apply, Analysis, Synthesis, Create</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> · We will begin class by taking the vocab quiz, and then whenever students get done, they can quietly begin work on their essays, like they have been doing for the past two days. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> · During the test, the students will be expected not to communicate with each other. If they have a question, they can raise their hand and I’ll answer it to the best of my ability. · When everyone is finished, students can talk quietly amongst themselves like they have been able to do for the past two days.
<p>Minutes</p>	<p>Procedures</p>
<p>0-5</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> · Have vocab tests ready and printed (but not handed out) · Have desks arranged normally · Take attendance, letting students study for a few minutes as they come in to class
<p>5-10</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> · Remind students of the test today and give them 5 more minutes to study and ask questions of me, if they want it.
<p>10-15</p>	<p>Explain:</p> <ul style="list-style-type: none"> · Hand out tests · Explain that the test is two parts, the first part is a sort of true or false section. These are all sentences as they’re found right in the book. If the word is incorrect, you can get extra credit for replacing it with the correct word. · The second part is simply matching with definitions. · The last page is a word bank that you are free to use. · You’ll have as much time as you need in this class period. Whenever you are done, you are welcome to work on your essay silently. · If everyone turns in their tests, you can talk quietly about your essays.

<p>15-45</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> · Take the quiz and work on essays
<p>45-50</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> · Let the students know that the first draft of the essay is due Monday, and then from then on, they can continue to improve their essays on a personal basis, but we're done with the unit as a class today.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> · I'll be walking around answering questions on the quiz and helping students with their essays. <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> · If the students are feeling super bogged down by the essay due date, I can move it back a few days if they think that would help them improve their essays. 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <ul style="list-style-type: none"> · Vocab quiz will be turned in <p>If applicable- overall unit, chapter, concept, etc.:</p> <ul style="list-style-type: none"> · Vocab quiz and choice essays
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p>	