Diagram

Description automatically generated **St. Louis Public Schools**  
**Standards-Based Blended Learning Lesson Planner**

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| **Weekly Instructional Planner** | | | | | |
| **Name** | **Toni Pulaski** | **Date** | **April 10th through April 14th 2023** | **Grade & Subject** | **8th Grade ELA** |
| **Lesson Topic** | Unit #4: **Human Intelligence**   Intelligence shows itself in many ways – sometimes in ways that do not overlap. Throughout this unit, you will deepen your perspective about human intelligence by reading, writing, speaking, listening, and presenting. | | | | |
| **Lesson Objectives** | **Content Objective(s): Reading**   * **Read and evaluate a variety of text types.** * **Read nonfiction, fiction, and poetry to better understand the ways writers express ideas.**     **Writing & Research**   * **Learn elements of informative texts.** * **Write an informative speech.** * **Write for a variety of reasons, including reflecting on experiences and gathering evidence.** * **Conduct research to clarify and explore ideas.**     **Language**   * **Develop a deeper understanding of the conventions of standard English grammar and usage.**     **Speaking & Listening**   * **Work together to build on one another’s ideas, develop consensus, and communicate with peers.** * **Learn to incorporate audio, visuals, and text in presentations.** | | | **Language Objective (ESOL)** | |
| **Learning Target(s)** | **• Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,**  **setting, and plot; provide an objective summary of the text.**  **• Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.**  **• Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works**  **such as the Bible, including describing how the material is rendered new.**  **• Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.**  **• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**  **• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g.,**  **headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**  **• Establish and maintain a formal style.**  **• Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation**. | | | Note Template  Audio accessible stories | |
| **Focus Standard(s)** | **Standard** | | | **Prior Knowledge and/or Unfinished Learning Needs** | |
| * [**RL.1.A**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/Eag41uCGEk9PjQPSD0WDBRoB1Dq0zhEVxuEAcj0pTP5e9w?e=gzFnZy) **/** [**RI.1.A**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EYbgsOJ4u2FKmLZjB53BxJQBM-d83YSBWMwse25QqmYTKQ?e=Byb4MJ)***(Evidence / Inference)*** * [**RL.1.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EdLHFhfYgTVAsUR_y63aOjMBXgS19XLmkV4rjIe7s2Fo-Q?e=Y0htOK) **/** [**RI.1.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EZS2GIfTUStHmv5oCwbimFcBisDhENOkKbjo0ka6gswj2Q?e=dK3knb)***(Word Meanings)*** * [**RI.1.C**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EfNIkgnsSXFEoe2qYP00zl4BzrDiofLtwx9aKABKCK-xxA?e=ztRoVi) ***(Text Features)*** * [**RL.1.D**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EecA6WHb9vVIlx8X5lTZ8WcBK4Py5_JaLEdJf2inxN0OGw?e=LZtdtu)***(Summarize / Theme)*** * [**RI.1.D**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/ETMyn3WsOvBBsKNfy_mJY0QBL6PN7Mi_t-PJH7VS8VV1Ig?e=SLPSQa) ***(Summarize / Claim)*** * [**RL.2.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/Eb9o0XYadFRHqWdw4QZaJ6kBD4nKlWKAx3n5Q8zYp6QuHg?e=eMgRLc) **/** [**RI.2.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EVd3BbarZ3RAuVWuvtLRgZgBwhqOHASFIDGGsVvTir0awA?e=me6ORE)***(Point of View)*** * [**RL.2.C**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EVUFbU2fr7tNvSifVJhEf2wBuTJoFpIvdMZJk2RDbURy0A?e=gqcflR) ***(Word Choice)*** * [**RL.3.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EZuyfSnC66dCs-buchB6RRoBzs3ztHzrVYiE0ck4d3LgVg?e=FMplJE)***(Relationships / Texts)*** * [**W.1.A**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EZOaGl68b5ZJgzsG9uJOCgEB2ZRz2YFBbmuMKAXTzMnsBA?e=BNMOzZ)***(Research)*** * [**W.2.A**](https://stlps-my.sharepoint.com/:f:/g/personal/jkeplar1682_slps_org/EnND6qnf0xVEgkWnHyHmr_kBFAE_5l_skQr0AVQz4c0BfQ?e=jIhfyk)***(Development)*** * [**W.3.A**](https://stlps-my.sharepoint.com/:f:/g/personal/jkeplar1682_slps_org/Ehx_RTfobllHilQdINHJcEYBF36pTvuKp7LZEYJ7Pap-FA?e=hnmukw)***(Revise / Edit)*** * [**SL.1.B**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/EbwziCJeljpFjZk2FxY6dqUBR7yszBc7qLYoWvEPFOKYZQ?e=oNRypc)***(Argument / Claims)*** * [**SL.1.C**](https://stlps-my.sharepoint.com/:w:/g/personal/jkeplar1682_slps_org/ERbdy349L2hLiKIqD0QcQMUBOR6bfjH_oyWgcee4lbPrjQ?e=Sjqbln)***(Viewpoints of Others)*** | | | Annotation  Summarizing a story  Writing an essay | |
| **Essential Question & Vocabulary** | **Essential Question** | | | **Lesson Vocabulary** | |
| Unit 4: **EQs**   * In what different ways can people be intelligent?     **Content EQs**   * How does the arrangement of the details help develop or refine a key concept? | | | Assimilate, tendency, integrate, observation, documentation, spinal cord, neuron, synapse, human intelligence, informative text, symmetrical, spiral, aesthetic | |
| **List of resources or strategies related to learner’s style & needs embedded throughout lesson** | **Cultural Context Differentiation** | | | **Integrated Technology** | |
| I will bring in a variety of texts that introduce characters through fiction writing and real life that the students can relate to through reading and discussion. | | | SuccessMaker program, Beable, Savvas Realize | |
| **Multi-Tiered Systems of Support (MTSS) Resources** | | | | |
| • Double Column Notes (SLPS Two Column Note Format), • Summarizing (Nearpod), First Read Guide (On Realize), Research Center on Realize, Close Read Guide (On Realize) | | | | |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| ***Please be mindful to include specific learning activities, vocabulary strategies, instructional methods, differentiation, and check for understanding in each component of the lesson, as appropriate. Cultural Context Differentiation and Blended Learning should be integrated into all components of the lesson plan. Please see the*** [Lesson Plan Guide Book](https://stlps-my.sharepoint.com/:w:/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.*** | | | | |
| **Do Now**  *(Prior Knowledge or Unfinished Learning)* | **The final solution involves using several committees’ input to accomplish it.**  **Which of the underlined words is a pronoun? \*Final, involves, committees’, it** | **Analyze how incidents in a story reveal aspects of character.**  **Why does Charlie agree to participate in the experiment? Explain what his**  **agreement to participate shows about his character?** | **(a) Analyze how incidents in a story propel the action.**  **Explain how Charlie’s participation in the experiment propels the action of “Flowers for Algernon.”** | **Draw an inference from the text.**  **From the details at the end of “Flowers for Algernon,” what do you infer is likely to happen to Charlie?** | **Goal, Grow, Glow, Action Plan** |
| **Engage**  ***(Hook / Launch)*** | **Flocabulary video on Timelines** | **Nearpod on Theme** | Beable articles and questions for April power up challenge | **Nearpod video on Essay Writing** | **Nearpod about Transitional phrases** |
| **Explore**  *(Activities)* | **Flowers for Algernon Part 1**  **Annotate**  **Vocabulary words** | Continue reading the Flowers for Algernon  Annotation | **Finish Flowers for Algernon**  **Annotation**  **Point of View** | Nearpod video about paragraph writing. (review)  Direct and Indirect Object practice/review worksheet | MAP Practice: Practice with essay and paragraph writing and planning. |
| **Explain**  *(Demonstrate Learning)* | **Character development chart**  **Discuss: In the early progress reports in “Flowers for Algernon,” how is the reader’s understanding of events different from Charlie’s understanding?**  **Create a timeline for Charlie’s Progress** | **Context clues and vocab practice.**  **Continue filling out the character development chart for Charlie.**  **Continue working on the timeline for the story**  **Comprehension questions for story** | **Practice recognizing Point of View through examples.**  **Theme Development practice through worksheet examples.**  **Continue filling out the character development chart for Charlie.**  **Continue working on the timeline for the story** | **Cite textual evidence to support your inference. Cite evidence from the text in Charlie’s last few progress reports to support the**  **inference you drew.**  Provide an objective summary of the short story “Flowers for Algernon.” In your summary, include a description of a theme, or overall message of the story,  related to human intelligence and tampering with nature. Explain how the theme  is developed over the course of the story. Pay special attention to how Charlie’s  experiences contribute to the development of the theme. | Direct and Indirect Object practice.  Beable article #2 for the April power up challenge  Writing practice and transitional phrases.  Types of writing: Narrative, argumentative, expository, persuasive, informative. |
| **Elaborate***.*  *(Extend Thinking)* | Test Taking Strategies | **Take practice MAP Test online** | **N/A** | **Take practice MAP test online** | **N/A** |
| **Evaluate**  *(Exit Ticket)* | Complete a 3-5 sentence summary over the story that we read in class today. | How would you rate your current level of understanding of what we did today? | How hard did you work today? What could you have done to help yourself learn better? | What could I do differently to help you understand better? | How hard did you work today? What could you have done to help yourself learn better? |
| **Closure**  *(Brief Review)* | **Review** | **Review** | **Review** | **Review** | Review |
| **Extended Practice** (Homework) | **Independent Reading** | **Independent Reading** | **Independent Reading** | **Independent Reading** | **Independent Reading** |

***\*Not all boxes will be filled out for all lessons.***

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| **Lesson Reflections** |
| ***Prompts to help you get started on your lesson reflection...***   1. Did scholars demonstrate, through their work and activities that they are moving towards proficiency? If so, how do you know? What pieces of scholar evidence did you use to determine this? 2. How have you / will you provide feedback to scholars? 3. What questions or activities did you plan for to help scholars increase their depth of knowledge (DOK)? 4. Were the scaffolds planned in last week’s instruction effective? What new supports might be added this week to help scholars demonstrate proficiency? 5. How are formative assessments or exit tickets being used for the following day’s Do Now? 6. How are you embedding and/or using vocabulary throughout your lesson? |