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 17th through April 21st 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)* | How have you changed from when you were a five year old child? Why did you change? | **N/A** | **N/A** | **N/A** | **Goal, Grow, Glow, Action Plan** |
| **Engage**  ***(Hook / Launch)*** | **Nearpod on Test Taking** | **N/A** | **N/A** | **N/A** | **Nearpod review about timeline** |
| **Explore**  *(Activities)* | **MAP test practice**  **Read the excerpt, “The Birth of Television.”** | **MAP Testing** | **MAP Testing** | **MAP Testing** | Continue to read the story, “The Flowers for Algernon” |
| **Explain**  *(Demonstrate Learning)* | **Map Practice**  **Answer the questions following the story** | **N/A** | **N/A** | **N/A** | Continue working on the timeline with the short story. |
| **Elaborate***.*  *(Extend Thinking)* | Test Taking Strategies review | **N/A** | **N/A** | **N/A** | **N/A** |
| **Evaluate**  *(Exit Ticket)* | What is it that you are most concerned about regarding the MAP test this week? | **N/A** | **N/A** | N/A | 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? |