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 24th through April 28tht 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? | | | Review Vocabulary | |
| **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)* | “Don’t worry about those who talk behind your back, they’re behind you for a reason.” Quote Analysis: What does this quote mean to you? How can you use this advice in your life? | “Sometimes it is better to be kind than to be right.” Quote Analysis: What does this quote mean to you? How can you use this advice in your life? | “Your best teacher is your last mistake.” Quote Analysis: What does this quote mean to you? How can you use this advice in your life? | “Don’t tell people your dreams, show them.” Quote Analysis: What does this quote mean to you? How can you use this advice in your life? | **Goal, Grow, Glow, Action Plan** |
| **Engage**  ***(Hook / Launch)*** | **Character Development Flocabulary video** | **Put timeline up on the board and discuss** | **Nearpod/Flocabulary on Theme and discuss** | **Point of View Flocabulary video and discuss** | **Daylight Savings Time Video to get some prior knowledge before our reading and writing for the day.** |
| **Explore**  *(Activities)* | **Flowers for Algernon Part 1**  **Annotate**  **Vocabulary words** | Continue reading the Flowers for Algernon  Annotation | **Continue Flowers for Algernon**  **Annotation**  **Point of View** | **Complete the story, “The Flowers for Algernon”**  **Annotation** | **Read the story, “Yay or Nay on Daylight Savings time.”** |
| **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. | **Complete the comprehension questions over the story.** |
| **Elaborate***.*  *(Extend Thinking)* | Look up more information regarding Savant syndrome | **Beable Article for April power up** | **Beable Article for April power up** | **N/A** | Write three reasons why you agree or disagree with this story. Use details from the story or from research to support your answer. |
| **Evaluate**  *(Exit Ticket)* | **What are two things that stood out most to you in class today.** | **What are two things that stood out most to you in class today.** | **What are two things that stood out most to you in class today.** | **What are two things that stood out most to you in class today.** | **What are two things that stood out most to you in class today.** |
| **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? |