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

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| **Weekly Instructional Planner** |
| **Name** | **Toni Pulaski** | **Date** | **February 27th through March 3rd 2023**  | **Grade & Subject** | **8th Grade ELA** |
| **Lesson Topic** | Unit 3: WHAT MATTERS: What issues are worth defending? In today’s complex world, each of us must decide for ourselves what matters most. Throughout this unit, you will deepen your perspective of what it means to stand up for things that matter. |
| **Lesson Objectives** | **Content Objective(s)** | **Language Objective (ESOL)** |
| **Learning Target(s)** | \*I can summarize the unit launch text and identify and define the academic vocabulary words in text using context clues.\*I can answer a given writing prompt and add text evidence to my notes to help guide my performance-based assessment at a later time.\*I can participate in academic discussions by following the rules of collegial discussions to answer questions posed by others. | Note TemplateAudio accessible stories |
| **Focus Standard(s)** | **Standard** | **Prior Knowledge and/or Unfinished Learning Needs** |
| • RI.1.A (Evidence / Inference) • RL.1.B / RI.1.B (Word Meanings) • RL.1.D (Summarize / Theme) • RI.1.D (Summarize / Claim) • RI.2.B (Point of View) • RI.2.C (Word Choice) • RI.2.D (Plot / Key Events) • RI.3.B (Relationships / Texts) • W.1.A (Research) • W.2.A (Development) • W.3.A (Revise / Edit) • SL.1.B (Argument / Claims) • SL.1.C (Viewpoints of Others) | AnnotationSummarizing a storyWriting an essay |
| **Essential Question & Vocabulary** | **Essential Question** | **Lesson Vocabulary** |
| Unit 3: WHAT MATTERS: Unit EQs • When is it right to take a stand? Content EQs • How does writing develop a different awareness from reading? | urgently; nervously; confidently; cautiously; point of view, tone, mood, excerpt, persuasive, inference, analyze, sensory details |
| **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/%3Aw%3A/g/personal/ekrueger1599_slps_org/EVqCD0dtTcxBupdABV4PLbMBq7iOszGIGC8cVgd8PqxbpA?e=M0EWNZ) ***for examples and more information.***  |
| **Do Now***(Prior Knowledge or Unfinished Learning)* | If you started a restaurant, what would be on the menu? What are your favorite foods? | **View the photo of the empty warehouse. Then describe the scene using descriptive language. What do you see? What can you imagine happening here?** | **What are your “rules to live by”? Which one is the most important and why**? | **What are FIVE things you would like to accomplish in life?** | **Do Now: Glow, Grow, Goal, Action Plan** |
| **Engage*****(Hook / Launch)*** | **Harriet Tubman short video** | **Watch 5 minute video about Ruby Bridges** | **N/A** | **Hands Across America Video and song** | **Differentiated Stations Set up/instructions** |
| **Explore***(Activities)* | **Finish Harriet Tubman story** | **Read the story, “Through My Eyes, the Ruby Bridges story.”****Annotate** | **Review the stories before the tests** | **Flocabulary Context Clue Video****Discuss Lyrics for Hands Across America** | **Differentiated Stations** |
| **Explain***(Demonstrate Learning)* | **Comprehension questions** **Annotate and discuss story** | **Complete first read four square questions in book****Vocabulary****Comprehension question****Analyze the Text questions** | **Ruby Bridges Selection Test****Harriet Tubman test****Context clue coloring worksheet** |  **Context Clues Worksheet #2****Text Structure Worksheet****Hands Across America Lyrics** | Differentiated Instruction Centers: 12 minutes |
| **Elaborate***.**(Extend Thinking)* | What words would you use to describe Harriet’s character? | Choose something from the memoir that interests you, and formulate a research question. |  | **Essential Question: When is it right to take a stand? What have you learned from this selection about people who take stands?** | **Differentiated Stations** |
| **Evaluate** *(Exit Ticket)* | How hard did you work today? What could you have done to help yourself learn better? | 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?
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