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** | **March 13th through March 16th 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)* | **Do you think it is possible that computers can become more intelligent than humans?** | **Scientists and surgeons have already used machines and computers in human bodies. Think of pacemakers, robotic hands, and so forth. What mechanical or technological advance would you like to see used in people next?** | **What do you think will happen when computers become more intelligent than humans?** | **Goal, Grow, Glow, Action Plan** | **No School** |
| **Engage**  ***(Hook / Launch)*** | **Steven Wiltshire video Draws New York’s Skyline From Memory** | **Video clip from 6 million dollar man, Star Wars, and bionic woman, Star Trek** | **IRobot movie clip** | **Differentiated Stations Set up/instructions** |  |
| **Explore**  *(Activities)* | UNIT INTRODUCTION (SE p 340)  **Students will have three minutes to view an object and then draw it from memory.** | **Short video about savvants for context/prior knowledge**  **Read the short story excerpt, “Blue Nines and Red Words.”** | **Finish story from Tuesday, review questions.**  **Poetry, “Retort,” and “The People.” Read and discuss.** | Differentiated Instruction Centers: 12 minutes  Poetry stations, vocab and novel study. |  |
| **Explain**  *(Demonstrate Learning)* | **Complete Unit Goals**  **Complete and Review introduction vocabulary**  **Read through and annotate the short story, “The Human Brain.”** | **Read the short story excerpt, “Blue Nines and Red Words.”**  **Annotate**  **Vocabulary**  **Comprehension questions** | [***What Is Intelligence? Where Does it Begin?***](https://youtu.be/ck4RGeoHFko)**[YouTube]**  **Take notes/Write summary over video.**  **Discuss poems and read one poem on their own. Students will be asked to explain what the poems means to them &what is the author trying to say.** | Differentiated Instruction Centers: 12 minutes |  |
| **Elaborate***.*  *(Extend Thinking)* | What limits might there be on the capacity of human memory? | Look up additional information about savvants | **Encourage further poetry study** | **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? |  |
| **Closure**  *(Brief Review)* | **Review** | **Review** | **Review** | **Review** |  |
| **Extended Practice** (Homework) | **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? |