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

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| **Weekly Instructional Planner** |
| **Name** | **Toni Pulaski** | **Date** | **March 6th through March 10th 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)* | **Have you ever witnessed bullying in school? What happened? How did it make you feel?** | **What three things would you change if you were in charge of improving your school? Why?** | **If you were a teacher, and the kids in your class would not listen to you, what would you do?** | **If you were in charge of the lunch menu in the school cafeteria, what would you add or remove? Why?** | **Do Now: Glow, Grow, Goal, Action Plan** |
| **Engage*****(Hook / Launch)*** | **Short Animated film about flowers vs. weeds** | **Hands Across America Video and song** | **Flocabulary video** | **N/A** | **Differentiated Stations Set up/instructions** |
| **Explore***(Activities)* | **Begin short Poetry Unit** | **Flocabulary Context Clue Video****Discuss Lyrics for Hands Across America** | **Nearpod activity looking at the poem, “Casey at the Bat.”** | CSA #2 | **Differentiated Stations** |
| **Explain***(Demonstrate Learning)* | **Students will read, discuss and annotate poetry this week.****Students will be introduced to figurative language devices.**  | **Context Clues Worksheet #2****Text Structure Worksheet****Hands Across America Lyrics** | **Complete the Nearpod activity over this poem and discuss.**  | CSA #2 | Differentiated Instruction Centers: 12 minutes |
| **Elaborate***.**(Extend Thinking)* | Go to the library and look for books about poetry OR research poetry at home on your own device. | **Essential Question: When is it right to take a stand? What have you learned from this selection about people who take stands?** | **Read and discuss additional poetry.**  | CSA #2 | **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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