

Week 2 Lesson Plans - 8th Grade

English/reading

Day 6 (Monday)

Labor Day, no school!

Day 7 (Tuesday)

Objective: To spell compound words.

Standard: L.C. 1.6 – Use correct spelling conventions.

L.R.A. 3.2 – Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

Procedures:

1. Bellwork: Daily Language Activity (DLA)
2. Spelling pretest for Lesson #1. (Say each word, use it in a sentence, and then repeat the word. Sentences on page xxii of the Teacher’s Guide for *Spelling*.)
3. Self-correct pretest in class by putting the words spelled correctly on the overhead. Be sure students write the word spelled correctly on their paper if they get the word wrong.
4. Using the Teacher’s Guide for *Spelling*, page xxii – 1, teach the lesson on compound words.
5. Pass out lessons and activities for Lesson #1 from *Spelling, Lessons and Activities* and assign homework.
6. Review plot by using *Lesson Plans for Language Development*, page 3, *Alternate Teaching Strategy*.
7. Review the academic vocabulary.

Homework: Complete lessons and activities for Lesson #1 from *Spelling, Lessons and Activities*, due on Thursday.

Day 8 (Wednesday)

Objective: To review the parts of speech: noun, pronoun, and adjective. To use the “Somebody, Wanted, But, So” strategy to evaluate plot structure.

Standard: L.C. 1.0 – Students write and speak with a command of standard English conventions appropriate to this grade level.

L.R.A. 3.2 – Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

Procedures:

1. Bellwork: Daily Language Activity (DLA)
2. Explain how students will pass out the *Interactive Reading*, student edition for the first time.
3. Read page 1, *Interactive Reading*, student edition.

4. Introduce the “Somebody, Wanted, But, So” strategy, page 1, *Interactive Reading*, student edition. Follow pages 2-3 in teacher’s edition to introduce, model and apply the strategy. Use transparency in back of teacher’s edition to assist with modeling.
5. After reviewing noun, pronoun, and adjective definitions, have students form groups of 4. Post the charts with the nouns, pronouns, and adjectives that they identified for homework and then categorized in class. Have each group break the words into more specific groupings. Use the Holt *Handbook*, pages 24 – 46.
6. Groups will record the new categories on chart paper.
7. Have the groups present their findings. (May use a carousel activity.)

Homework: Practice using the “Somebody, Wanted, But, So” strategy by using a television show.

Day 9 (Thursday)

Objective: To write a topic sentence that expresses a main idea. To develop confidence and skills through reading the Practice Read. To use the “Somebody, Wanted, But, So” strategy to evaluate plot structure.

Standard: W.S. 1.0 - Students write clear, coherent, and focused essays. Essays contain formal introductions, supporting evidence, and conclusions.
L.R.A. 3.2 – Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

Procedures:

1. Bellwork: Daily Language Activity (DLA)
2. Collect Lesson #1 homework and go over in class.
3. Have 2 volunteers share their “Somebody, Wanted, But, So” of a television show. Discuss
4. Explain to students how to complete the Practice Read on pages 2 – 8 in *Interactive Reading*, student edition.
5. Students will read the Practice Read, “Duncan, Junior”, pages 2 – 8 in *Interactive Reading*, student edition. Teacher meets with small group (3 to 5) of Learners Having Difficulty to guide them through the reading.
6. Students should write a practice “Retelling” of “Duncan, Junior”.
7. Read pages 754 – 756, Learning About Paragraphs, in Holt, *Literature and Language Arts*.
8. Guided Practice, identify a main idea and topic sentence, page 756.
9. Assign independent practice, page 142, *Writing, Listening, & Speaking*.

Homework: Complete page 142, *Writing, Listening, & Speaking* if didn’t finish in class.
Study for Spelling test.

Day 10 (Friday)

Objective: To demonstrate knowledge of compound words. To develop confidence and skills through reading the Practice Read. To use the “Somebody, Wanted, But, So” strategy to evaluate plot structure.

Standard: L.C. 1.6 – Use correct spelling conventions.

L.R.A. 3.2 – Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.

Procedures:

1. Bellwork: Daily Language Activity (DLA)
2. Remind students of the rules and procedures for taking a spelling test. Sentences on page xxii of the Teacher’s Guide for *Spelling*.
3. Administer the Lesson #1 spelling posttest. Say each word, use it in a sentence, and then repeat the word.
4. Have students trade papers and correct the spelling test in class.
5. Return test to owners and then collect tests to record the score.
6. Discuss the questions from “Duncan, Junior”.
7. Have students review their written “Somebody, Wanted, But, So”.
8. Group students in pairs to share
9. Read independently if time permits. Teacher will administer any additional diagnostic tests at this time.

Homework: Read independent reading book for 90 minutes.