

LESSON PLANS FOR 1 Week One

TEACHER: McCarley

Subject: Language Arts

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
Monday	<p>Share book: Come on, Rain! Ask: What is the <i>mood</i> of this book? How does the author create <i>that mood</i>? Can review the book or distribute copies of a few pages for students to reread. Students should notice words like listless, sagging, boiling, and also that <i>the mood</i> changes throughout the story. Chart techniques for <i>mood</i>: <i>word choice, sensory details, figurative language, character emotions, pacing</i> through verbs (whisper quietly, say, cheer, winds blow, clouds burst, suddenly, shout, etc). May pair/group students and have them find examples of each technique. Recap: How does author create <i>mood</i>? How does <i>mood</i> affect a piece?</p>	<p>8 R1 b character motivations (literary) g sound and figurative language h author's word choice, mood and tone</p>
Tuesday	<p>Distribute author study forms and author information. Read, discuss, and complete form Make connections to reasons for writing Come on, Rain + Out of the Dust, poetry <i>writing techniques, and research style</i>. Introduce Historical Fiction (HF). Discuss <i>characteristics</i>. Brainstorm list of HF books read before. Note <i>similarities/characteristics</i>. Introduce Out of the Dust (OoD). Study covers and title. Make predictions about the story. Read the first poem. Flip through rest of book. Discuss what students notice (dates in titles, poetry format...). Chart what students know about poetry already. Discuss Blank/Free Verse poetry + poem cycles and tie back to OoD Assign: Interview people about the Dust Bowl to see what people know, gain background info</p>	<p>8 R1 (literary) b compares genre characteristics (info) a analyzes text features</p>
Wednesday	<p>Discuss interviews and chart info. Reread first poem and continue through Mr. Harley's Money Handling stopping to discuss things as you see fit (figurative language, harsh conditions, relationships <i>author style</i>, print for On Stage looks like a piano keyboard.) Chart main characters <i>predicting and inferring</i> things about their <i>traits</i>. Students create journal entry about things they notice about the book, feelings + thoughts the book evokes <i>author style</i> etc.</p>	<p>8 R1 (literary) c character motivations g sound and figurative language h author's word choice, mood and tone</p>
Thursday	<p>Read and discuss poems 50 Miles South... through Fields of flashing Light Chart <i>setting details</i>. Ask: What techniques did author use to create the <i>setting</i>. Compare with Come on, Rain! <i>mood</i> chart. Discuss techniques and determine <i>mood</i> of OoD. Back up (<i>justify</i>) thoughts with <i>text examples</i>.</p>	<p>8 R1 (literary) c character motivations g sound and figurative language h author's word choice, mood and tone</p>
Friday	<p>Review HF characteristics. Explain: will use internet or library to learn historical data associated with the Dust Bowl. Will need <i>cite sources</i>. Should take notes about topics like causes, resolutions, conditions, etc Conduct <i>research and debrief</i>.</p> <p style="text-align: center;">Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent Page 1</p>	<p>8 R1 (info) a analyzes text features b analyzes text structures 8 W3 a conducts research through a computer network</p>

LESSON PLANS FOR 1Week Two

TEACHER: McCarley

Subject: Language Arts

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
<p>Monday</p>	<p>Students review and share their <i>research</i> info within small groups/whole group. Display and discuss transparencies (found im materials) with photos, info, songs, etc. Ask and have students discuss in small groups: How must have people felt during this time? Would their <i>mood</i> be affected? Their treatment of others? Why? <i>How does this time period compare to other periods of struggle throughout history?</i> How does the <i>reality of history compare with the book?</i> Students should <i>explain and justify</i>. Whole class should chart accurate historical data found in OoD (<i>conditions, character actions, moods, motivations, etc</i>)</p>	<p>8 LSV 1 b asks relevant questions c responds to questions appropriately e Take turns h Responds appropriately j gives reasons in support of</p>
<p>Tuesday</p>	<p>Define <i>conflict</i> (internal and external). Have students note <i>conflicts</i> as reading today. Read and discuss from Tested by Dust through Dust and Rain. Chart both types of <i>conflicts</i> evident in book so far. Tie to <i>character motivations</i>. Predict how <i>conflicts</i> will <i>resolve</i> if at all.</p>	<p>8 W1 (literary) a analyzes character traits/motivations f evaluates plot elements</p>
<p>Wednesday</p>	<p>Define symbolism. Compare to <i>real life</i> (dollar sign, peace sign, etc) Explain: Authors use words to symbolize/represent ideas, etc. Read from Harvest through Devoured Note and discuss examples of symbolism within OoD (apples=life, dust=destruction, death, etc)</p>	<p>8 W1 (literary) g. analyzes figurative language h analyzes author's word choice</p>
<p>Thursday</p>	<p>Read and discuss from Blame to Boxes. Add to <i>conflict</i> chart, <i>character</i> chart, historical data chart. Students should add to journal about noticing. Discuss their entries.</p>	<p>8 W1 (literary) a analyzes character traits/motivations f evaluates plot elements</p>
<p>Friday</p>	<p>Read and discuss from Night Bloomer to Art Exhibit Add to symbolism chart, etc</p> <p style="text-align: center;">Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent Page 2</p>	<p>8 W1 (literary) g. analyzes figurative language h analyzes author's word choice</p>

LESSON PLANS FOR 1 Week Three

TEACHER: McCarley

Subject: Language Arts

Period(s):

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
<p>Monday</p>	<p>Read and discuss State Tests through Time to Go. Define and discuss irony. Chart examples of irony throughout story (baby boy finally, but dies, dad wanting to finish pond even though he told Ma it wouldn't work) Add to charts or journals as see fit.</p>	<p>8 W1 (literary) f analyzes plot elements h analyzes author's word choice</p>
<p>Tuesday</p>	<p>Read and discuss Something Sweet... through Dust Pneumonia. Add to charts.</p>	<p>8 W1 (literary) f analyzes plot elements h analyzes author's word choice</p>
<p>Wednesday</p>	<p>Read and discuss from Dust Storm through The Mail Trail. Students write letters from <i>character's point of view</i> (Momma, Daddy, Billy Jo, Arley) expressing what they are feeling, thinking, what they would like to say to each other, etc. Share and discuss letters.</p>	<p>8 W1 (literary) c analyzes character emotions, motivations f analyzes plot elements h analyzes author's word choice</p>
<p>Thursday</p>	<p>Read and discuss from Migrants through Help From Uncle Sam. Discuss <i>critical analysis</i> of video. Share video The Dust Bowl. Group students and discuss <i>causes</i> of the Dust Bowl, man's role in the struggle, ways to avoid or change Compare to <i>everyday life</i>. Connect to <i>current issues</i>.</p>	<p>8 LSV2 a interprets visual communications b analyzes speakers purpose and point of view</p>
<p>Friday</p>	<p>Read and discuss Let Down through Midnight Truth Add to charts Make predictions about the implications of the last statement of Midnight Truth</p>	<p>8 W1 (literary) c analyzes character emotions, motivations f analyzes plot elements h analyzes author's word choice</p>