

LESSON PLANS FOR 1 Week Four: Out of the Dust

TEACHER: McCarley

Subject: Language Arts

	Student/Teacher Activities	Standards/Elements
Monday	<p>Read and discuss from Out of the Dust through the last poem.</p> <p>Define and discuss pivotal events. Have students identify the pivotal events of this story (accident, the train car, etc)</p> <p>Define and discuss <i>theme</i>. Identify the <i>theme</i> of OoD (forgiveness-is major theme). Discuss <i>evidence</i> of the development of the <i>theme</i>. Complete the <i>conflict</i> chart with <i>resolution</i> identification. Discuss students' opinions of the quality of OoD as HF, <i>character development, theme development, conflicts and resolutions</i>.</p>	<p>8 R1 (literary) a identify theme c analyze character traits/motivations f evaluate plot elements</p>
Tuesday	<p>NOTE: Children of the Dust Bowl... can be used in a variety of ways depending on materials and time available.</p> <p>Introduce Children of the Dust Bowl... Share and discuss the introduction and ch. 1. While reading this section model the reading strategy of <i>Determining Importance</i>. Display one page on the overhead and mark sections that are important while thinking out loud for the students. Have them make notes of important things as they read or Discuss their notes and <i>determine why important</i>.</p>	<p>8 R1 (info) a analyze text features b analyze text structure</p>
Wednesday	<p>Review <i>determining importance</i>. Display another section of text from Children of The Dust Bowl. Mark important details and think aloud for students. (Jigsaw) Distribute or assign chs. 2, 3, +4 to students in small groups. Have each group <i>read and determine importance</i> from one of the chapters. Have them <i>summarize</i> the main information from each chapter. Groups should present their summaries to whole group. Discuss information, the feelings people must have experienced with each moment of hope, and incidence of disappointment. Compare and discuss <i>other situations in history and every day life that are similar</i>. Connect to students who have to move to a new school, maybe even from another country. Discuss the effects that our behavior might have on people like the List ways that we can make a tough transition better for a newcomer.</p>	<p>8 R1 (info) a analyze text features b analyze text structure 8 RC1 a Identifies messages and themes in other subject areas c Relates messages and themes from subject area to another 9 RC4 a Explores life experiences related to subject area</p>
Thursday	<p>Brainstorm a list of things/characteristics associated with poetry (rhythm, feelings, figurative language, message/theme, etc.) Assign poem(s) to be written that depict the physical and emotional conditions associated with living during the Dust Bowl. Poems should contain accurate details and clearly express the struggles people went through during this era. They must also contain <i>sensory details and figurative language</i>. Remind to use historical data charts and conflict charts for ideas.</p> <p>Writing Workshop: Work on poems, student-teacher conference, student-student conference</p>	<p>8 RC1 b responds to variety of texts in multiple modes 8 RC4 a Explores life experiences related to subject area 8 W1 (narrative) a engages the reader c relates a clear situation f includes sensory details h uses a range of strategies 8 W4 plans and drafts</p>
Friday	<p>Review <i>editing and revision procedures</i>. Concentrate on areas that are particular weaknesses for your students.</p> <p>Writing Workshop: Finish poems, <i>edit/revise, publish final</i> copies, conference</p> <p>Share poems with whole class</p>	<p>8 W4 a plans and drafts b Revises c edits</p>

LESSON PLANS FOR 1Week Five

TEACHER: McCarley

Subject: Language Arts

	Student/Teacher Activities	Standards/Elements
Monday	<p>Introduce <i>Response to Literature</i>. Distribute copies of the <i>standard + elements</i>. Have student pairs read and circle key words they feel are important in each element. Discuss what they have marked. Share/summarize what elements mean. Note similarities to other genres (<i>engage, close</i>). Assign: Write a <i>response to literature</i> about the book <i>Out of the Dust</i>.</p>	8 R1 (info) a analyzes text features
Tuesday	<p>Distribute copies of letter to author. Share letter to author. Students read and highlight <i>engaging things, important things</i>. Discuss what they marked. Reread letter in small groups. Have groups identify and underline <i>judgments</i> made in the letter. Have them mark the <i>judgments</i> with a J. Have them identify and mark (with P for proof) <i>text evidence or personal knowledge</i> used to <i>support or justify a judgment</i>. Discuss what they mark. Define and discuss <i>interpretive, analytic, evaluative, and reflective judgments</i>. Have small groups go back to piece and identify the <i>judgments</i> as I, A, E, or R for judgment types. Discuss.</p>	8 W2 (response) a engages reader c/e supports judgments d justifies interpretation w/text examples f produces judgment
Wednesday	<p>Distribute and display Outline for <i>Response to Literature</i>. Discuss. Pair or group students. Have them work on filling in the information for each category. Each student should decide which parts of sections II and III (A or B) had strongest effect on them. Explain that each student must address at least one segment of both II and III within in the <i>response to literature</i>. If time, let them begin <i>response to literature</i>.</p>	8 W2 (response) b a engages reader c/e supports judgments d justifies interpretation w/text examples f produces judgment
Thursday	<p>Review <i>response to literature</i> assignment and standard. Remind students they can use charts from the book study and the texts themselves for ideas and <i>textual support</i>. Writing Workshop: begin <i>drafting</i> responses, conference</p>	8 W2 (response) b a engages reader c/e supports judgments d justifies interpretation w/text examples f produces judgment 8 W4 a plans and drafts
Friday	<p>Review <i>response to literature</i> standard. Design mini-lessons according to needs you see arising from the conferencing. Writing Workshop: Continue <i>drafting</i> responses, conferencing</p> <p style="text-align: center;">Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent Page 2</p>	8 W2 (response) b a engages reader c/e supports judgments d justifies interpretation w/text examples f produces judgment 8 W4 a plans and drafts

LESSON PLANS FOR 1 Week Six

TEACHER: McCarley

Subject: Language Arts

Period(s):

Student/Teacher Activities

Standards/Elements

	Student/Teacher Activities	Standards/Elements
<p>Monday</p>	<p>Deliver mini-lesson centered on needs arising in conferencing (may be <i>content, style, organizations, or conventions</i>) Pair or group students. Pairs/groups should swap papers (responses) read and highlight <i>judgments and support</i> (like the exercise they did with the letter to the author). <i>Have them identify judgments and support first, then have them determine the type of judgments (I,A,E,R)</i> Writing Workshop: Continue drafting responses, conference.</p>	<p>8 W2 (response) b a engages reader c/e supports judgments d justifies interpretation w/text examples f produces judgment 8 W4 a plans and drafts</p>
<p>Tuesday</p>	<p>Review letter to author. Discuss the <i>closing</i>. Discuss different types of <i>closing</i> strategies. Writing Workshop: Finish <i>drafting</i> responses, conference, <i>edit and revise</i>.</p>	<p>8 W2 (response) h provides closure 8 W4 a plans and drafts b revises c edits</p>
<p>Wednesday</p>	<p>Review <i>response to literature</i> standard. Review procedures for feedback. Share responses with small groups or whole group. Discuss <i>judgments and support</i>. Assign a turn in date for final copy.</p>	<p>8 LSV1 a asks relevant questions c responds to questions appropriately e takes turns g offers opinion appropriately h responds to opinions appropriately l contributes and responds g supports opinions expressed</p>
<p>Thursday</p>		
<p>Friday</p>	<p>Georgia Department of Education GeorgiaStandards.Org Kathy Cox, State Superintendent Page 3</p>	