

SUMMER SCHOOL TEACHER GUIDE



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English Language Arts/8th

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Summer School Curriculum Guide

The Elementary and Middle Summer School Program will be for 20 days. Students will have a total of 18 daily lessons and day 19 and 20 will be for reviewing lessons/quizzes and post-test.

- Eighteen (18) days of daily lessons.
- One (1) day post-test review and post-test.
- One (1) day of retrieving lessons, retake daily post-tests, and makeup missed lessons.

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

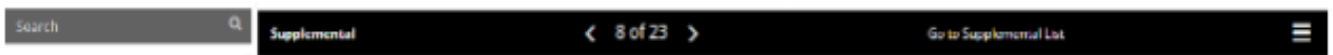
MS Classroom Schedule – Time below is an *approximate* breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (Site Administrator will work with teachers on breaks)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up** – 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within Grade Results:

- **Lessons** with Content Area, Videos, and Activities
- **Supplemental** Teacher Resources:
 - o Click on Supplemental
 - o Click on Resource to view (Example: Flocabulary, BrainPOP, Others)
 - o Teacher will review with the students the items that need to be completed.
 - o Teachers can select additional Supplemental Resources as needed if time permits.
 - o To view another resource once you are in a resource, use the Toggle Sidebar in the top right-hand corner. It has three dashes. An example is listed below.



Post-Test – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Anchor Charts – Some subjects may have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 1

Topic/Lesson Title & Grade Results #: Phrases and Clauses in Reading Passage-Lesson 1
(A) Reading Passage-The Spider's Trick (B) Phrases and Clauses

Objective(s): Students will be able to:

Lesson A

- Cite textual evidence from texts.
- Make inferences from texts.
- Analyze reading passages for the purpose of maximum comprehension.

Lesson B

- Identify phrases and clauses.
- Know the types of phrases and clauses.
- Understand the functions of phrases and clauses.

Guiding Question(s):

- **What is textual evidence?**

TN Curriculum Standard(s): 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Grim:** Stern and admitting to no compromise.
- **Habitat:** The natural environment of an organism.
- **Legendary:** A story about a famous event or person, not always true.
- **Pounce:** A sudden leap.
- **Valor:** Boldness or determination in facing great danger.

(B)

- **Adjective:** A word that modifies a noun.
- **Adverb:** A word that modifies a verb or an adjective.
- **Clause:** A group of words that has a subject and verb.
- **Dependent clause:** It does not express a complete thought.
- **Independent clause:** It expresses a complete thought.
- **Noun:** A word that refers to people, places, or things.
- **Phrase:** A group of words that does not have a subject or verb.
- **Preposition:** A word that denotes location or time.
- **Verb:** A word that denotes the action done or the state of being.

Attendance: Teacher Takes Attendance in Power School. (5 minutes)

DO NOW: Journal Prompt:

Describe a perfect day and tell how you would spend it. Give reasons why this would be the perfect day. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students analyze what the text says explicitly/identify phrases and clauses. Present the lesson slides to your students (Click View Lesson) to explain content for Lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for (Slides 1-9) before proceeding to Lesson (B) (Slides 1-11). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Directions:

Lesson (A) Slides

Slide 1: Objective- Read aloud the objectives.

Slide 2: Making Inferences- Play the video.

Slide 3: Textual Evidence-Play the video.

Slide 4: Activity - Making Inference and Evidence Students will practice using their finger to drag and drop items.

Slide 5: The Spider's Trick-Play the video.

Slide 6: Analysis - The Spider's Trick-Play the video.

Slide 7: Activity - Lesson-Students will practice using their finger to drag and drop items.

Slide 8: Lesson Review- Play the video.

Slide 9: Lesson Vocabulary Words-Allow students to students to read the words and definitions aloud.

Lesson (B) Slides

Slide 1: Objective-Read aloud the objectives.

Slide 2: Phrase-Play the video.

Slide 3: Types of Phrases- Play the video. Ask students to take notes.

Slide 4: Activity - Verb and Prepositional Phrases-Students will practice by selecting the correct answer choice.

Slide 5: Types of Phrases (contd...)-Play the video. Ask students to take notes.

Slide 6: Activity - Adverb and Adjective Phrases- Students will practice by selecting the correct answer choice.

Slide 7: Clauses- Play the video.

Slide 8: Types of Clauses-Play the video. Ask students to take notes.

Slide 9: Activity - Independent and Dependent Clauses- Students will practice by selecting the correct answer choice.

Slide 11. Lesson Vocabulary Words- Allow students to students to read the words and definitions aloud.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) (Slide 9) and Lesson (B) (Slide 11). Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B). Allow students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 4 and 7 Lesson A and slides 6 and 9 Lesson B as students work together.

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the Supplemental activities during this time and have students do the various Flocabulary activities using pages 1-3 under the Supplemental tab. Teacher will display these activities (pages 1-3) on the screen and demonstrate each activity starting with the video, vocabulary card, and vocabulary games. Allow students to express their individual talents with the lyric lab activity by creating verses.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Characters

Page 2. Sentence Fragments

Page 3. Paraphrasing

Additional Teacher Resources: N/A

Lesson Review: (5 minutes)

The instructor will use the Grade Results “Lesson Review”, Lesson (A) slide 8 and Lesson (B) 10 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their absolute best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet point to the class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about analyzing what the texts/ and phrases says explicitly. Student responses can be typed in Teams Chatbox.

(A)

- An inference is a reasonable guess based on textual evidence and what you already know.
- The process of making inference is identifying the story clues and using background knowledge.
- The evidence that is explicitly stated in a text is called textual evidence.
- The evidence that must be inferred by reading a text carefully is called implicit evidence.

(B)

- A phrase is a group of words that does not have a subject or verb, and the words work as a unit.
- A noun phrase consists of a noun or pronoun, and any modifiers and other sounds in the sentence.
- A verb phrase consists of an auxiliary or helping verb and a main verb, and any direct and indirect objects in the sentence. Verb phrases are used to show time - past, present, and future.
- A prepositional phrase consists of a preposition and its object. Prepositional phrases will start with a preposition and end with a noun or pronoun.
- An adverb phrase will answer the questions "where?", "when?", or "how?"
- An adjective phrase modifies a noun or pronoun.
- A clause is a group of words that contains a subject and a verb.
- An independent clause expresses a complete thought. It is also called a main clause.
- A dependent clause does not express a complete thought, and it cannot stand alone.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 2

Topic/Lesson Title & Grade Results #: Themes-Lesson 2

Objective(s): Students will

- Determine the theme of a text.
- Analyze the relationship between a theme and the characters, setting, and plot.
- Provide an objective summary of the text.

Guiding Question(s): What is a story?

TN Curriculum Standard(s):

8.RL.KID.2 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.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Climax:** The turning point in a story.
- **Conflict:** The tension created in the story.
- **Exposition:** The introductory part of a story.
- **Falling action:** The part of a story where the conflict is resolved.
- **Resolution:** The final outcome of the story.
- **Rising action:** A series of incidents that build toward the point of greatest interest.
- **Universal:** Something accepted and understood everywhere.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt:

What would you like to tell adults about being a young person during this time period? **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students determine the theme of a text. Present the lesson slides to your students (Click View Lesson) to explain content for Lesson (A). Lesson (A) must be displayed on teacher's screen, teacher models thought process verbally as well as visually. Ask questions for (Slides 1-12).

Vocabulary:

Say the above vocabulary/terms carefully that are in (Slide 12). Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout the lesson, allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on Slide 9 and Slide 10.

Directions:

Lesson Slides- Themes

Slide 1: Objective-Display the objectives on the screen. Discuss them with students have students explain in their own words.

Slide 2: Introduction- Play the video. Highlight for students that theme is the main idea or message of a story.

Slide 3. Ways to Convey the Theme of a Story-Play the video. Students should record key words “thoughts” and “feelings.”

Slide 4. Ways to Convey the Theme of a Story- Play the video. Students should record key words “lessons” and “actions.”

Slide 5. Mansfield Park by Jane Austen-Play audio of story being read aloud.

Slide 6. Mansfield Park by Jane Austen (contd...)- Play audio of story being read aloud.

Slide 7. Mansfield Park by Jane Austen (contd...)- Play audio of story being read aloud.

Slide 8. Determining the Theme- Explain to students the plot diagram that is displayed.

Slide 9. Activity - Themes-Students will practice by selecting the correct answer from multiple choice.

Slide 10. Drag and Drop Activity- Students will practice by dragging the plot diagram terms next to their definition.

Slide 11. Lesson Review-Review key ideas about themes from the lesson.

Slide 12. Lesson Vocabulary Words- Read aloud words and definitions of lesson vocabulary.

Vocabulary:

Say the above vocabulary/terms carefully that are in (Slide 12). Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout the lesson, allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on Slide 9 and Slide 10.

Break – 10 Minutes

Supplemental (30 minutes):

Teachers will present the Supplemental activities during this time and have students do the various Flocabulary activities using pages 1-3 under the Supplemental tab. Teacher will display these activities (page 1) on the screen and demonstrate each activity starting with the video, vocabulary card, and vocabulary games. Allow students to express their individual talents with the lyric lab activity by creating verses.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Theme in Literature

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results “Lesson Review”, Slide 11 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to the class). After reading, have students formulate one take away (like a ticket out the door) stating what they've learned about determining the theme of a text. These responses can be typed in Teams Chatbox.

- A theme is the main idea, or message, of an essay, paragraph, or a book.
- Themes often explore timeless and universal ideas and may be implied rather than stated clearly.
- The theme of the story can be conveyed through *feelings, thoughts, lessons, and actions*.
- The theme of a story can be determined by: summarizing the plot, pinpointing the main topic of the story, or stating and generalizing the lesson learned.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 3

Topic/Lesson Title & Grade Results #3: Importance of Dialogues-Lesson 3

Objective(s): Students will

- Learn about the importance of dialogue in literature: its potential to propel action, provoke a decision, create suspense, and reveal aspects about each character.
- Analyze a text to better understand the importance of dialogue.

Guiding Question(s): What is dialogue?

TN Curriculum Standard(s):

8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Character:** A person in a work of fiction.
- **Conflict:** The central problem in a work of literature.
- **Dialogue:** The lines spoken by characters in drama or fiction.
- **Narrative tension:** Suspense to keep the reader engaged.
- **Narrative:** The part of the story that relates events without dialogue.
- **Pacing:** The rate of speed at which the events in a story progress.
- **Temperament:** A person's nature and way of behaving.
- **Trait:** A defining quality or characteristic.

Attendance: Teacher Takes Attendance in Power School. (5 mins).

DO NOW: Journal Prompt:

Write about a time when someone was blamed for something he or she did not do. Tell me about the situation and describe its effects. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students learn about the importance of dialogue in literature. Present the lesson slides to your students (Click View Lesson) to explain content for the lesson. The lesson must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually asks questions for (Slides 1-12).

Lesson Activities (We Do) (30 mins.)

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 4, 6, 8 and 10 as students work together.

Directions:

Lesson (Importance of Dialogues) Slides

Slide 1. Objective- Read lesson objectives to students. Have students restate them in their own words.

Slide 2. What is Dialogue?- Play video "What is Dialogue?" explain concepts to students.

Slide 3. Dialogue to Propel Action-Provide students with background information about William Shakespeare and his plays. Discuss the dialogue of Romeo.

Slide 4. Activity - Dialogue to Propel Action-Students practice by choosing to correct multiple-choice answer.

Slide 5. Dialogue to Provoke a Decision-Allow students to read each part.

Slide 6. Activity - Dialogue to Provoke a Decision- Students select correct multiple-choice answers. Review with peers.

Slide 7. Dialogue to Create Suspense- Emphasize to students this is the third way dialogue can be used.

Slide 8. Activity - Dialogue to Create Suspense-Students practice by choosing the correct multiple-choice answer.

Slide 9. Dialogue to Reveal Character- Emphasize to students this is the fourth way dialogue can be used.

Slide 10. Activity - Dialogue to Reveal Character- Students practice by choosing the correct multiple-choice answer.

Slide 12. Lesson Vocabulary Words-Review vocabulary terms with students.

Vocabulary:

Say the above vocabulary/terms carefully that are in Slide 12. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout the lesson, allowing students to articulate their own example of the word in context.

Break – 10 Minutes

Supplemental (30 minutes):

Teachers will present the Supplemental activities during this time and have students do the various Flocabulary activities using pages 1-2 under the Supplemental tab. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with the video, vocabulary card, and vocabulary games. All students express their individual talents with the lyric lab activity by creating verses.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Irony

Page 2. Writing Realistic Dialogue

Additional Teacher Resources: N/A

Lesson Review: (5 mins.)

The instructor will use the Grade Results “**Lesson Review**” **Slide 11** to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to the class. After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about the importance of dialogue in literature. These responses can be typed in Teams Chatbox.

- Dialogue refers to the lines spoken by characters in fiction or drama.
- In a narrative, dialogue is important to keep the reader engaged.
- Dialogue advances the action of a story, provokes a character to make a decision, creates suspense, and reveals a great deal about a character's personality.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 4

Topic/Lesson Title & Grade Results #: Word Analogies-Lesson 4

Objective(s): Students will

- Examine word analogies.
- Demonstrate your ability to analyze word analogies.
- Analyze the impact of analogies on a text.

Guiding Question(s): How can specific words impact their meaning and tone?

TN Curriculum Standard(s):

8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Analogy:** A comparison of two different things that are alike in some way.
- **Antonyms:** Words that are opposite in meaning.
- **Classification:** A way of arranging or grouping something.
- **Synonyms:** Words that have the same meaning

Attendance: Teacher Takes Attendance in Power School. (5 mins).

DO NOW: Journal Prompt

I will never forget the day . . . **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students examine word analogies. Present the lesson slides to your students (Click View Lesson) to explain the content for lesson. The lesson must be displayed on teacher's screen, teacher models thought process as well as verbally and visually asks questions for (Slides 1-23). When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 9, 10, 12, 14, 14, 17, 19, 20 and 21 as students work together.

Lesson Activities (We Do): (30 mins.)

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 9, 10, 12, 14, 14, 17, 19, 20 and 21 as students work together.

Directions

Lesson (Word Analogies) Slides

Slide 1. Objectives- Read the objectives. Have students restate objectives aloud.

Slide 2. Analogy- Discuss analogies. Allow students to take notes.

Slide 3. Video – Play the **Amazing Analogies** video.

Slide 4. Analogies in Plays- Explain the analogies listed in this slide.

- Slide 5. Excerpt from Macbeth's Soliloquy-** Discuss the analogy in this slide.
- Slide 6. Excerpt from "On Revenge"-**Ask students to find the analogies in this excerpt.
- Slide 7. Analogies from the Book of Proverbs-** Two analogies appear in this slide. Allow students to discuss in pairs.
- Slide 8. Synonyms-** Discuss the meaning of synonyms with students. Students can begin a list of types of analogies.
- Slide 9. Activity - Synonyms-** Students practice by choosing the correct answer.
- Slide 10. Activity - Synonyms-** Students practice by choosing the correct answer.
- Slide 11. Antonyms-** Discuss the meaning of antonyms with students.
- Slide 12. Activity - Antonyms-** Students practice by choosing the correct answer.
- Slide 13. Part of a Whole-** Discuss meaning. Ask students to add to their lists.
- Slide 14. Activity - Part of a Whole-** Students practice by choosing the correct answer.
- Slide 15. Activity - Part of a Whole-** Students practice by choosing the correct answer.
- Slide 16. Classification-** Discuss meaning. Ask students to add to their lists.
- Slide 17. Activity - Classification-** Students practice by choosing the correct answer.
- Slide 18. Object to Function--** Discuss meaning. Ask students to add to their lists.
- Slide 19. Activity-Object to Function-** Students practice by choosing the correct answer.
- Slide 20. Activity - Object to Function-** Students practice by choosing the correct answer.
- Slide 21. Activity - Analogies-**Students drag and drop the correct term to its definition. This can be completed in pairs.
- Slide 23. Lesson Vocabulary Words-**Review vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout the lesson, allowing students to articulate their own example of the word in context.

Break – 10 Minutes

Supplemental (30 minutes):

The teacher will present the Supplemental activities during this time and have students do the various Flocabulary activities using page 1 under the Supplemental tab. Teacher will display this activity (page 1) on the screen and demonstrate each activity starting with the video, vocabulary card, and vocabulary games. Allow students to express their individual talents with the lyric lab activity by creating verses.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Analogies

Additional Teacher Resources: N/A

Lesson Review: (5 minutes)

The instructor will use the Grade Results “Lesson Review” **Slide 22** to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to the class). After reading, have students formulate one take away (like a ticket out the door) stating what they've learned about examining word analogies. These responses can be typed in Teams Chatbox.

- A word analogy is a comparison of two different things that are alike in some way.
- There are many kinds of analogies:
 1. Synonyms
 2. Antonyms
 3. Classification
 4. Part of a whole
 5. Object to function

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 5

Topic/Lesson Title & Grade Results #: Different Text Structures-Lesson 5

(A) Compare and Contrast Text Structures Across Genres (B) Understanding Text Structures

Objective(s): Students will

Lesson A

- Identify the structure of a given text.
- Compare and contrast the text structures belonging to different genres.

Lesson B

- Understand the different text structures.
- Identify the structure of a given text.
- Compare and contrast the text structures belonging to different genres.

Guiding Question(s): How does the structure of a text contribute to the meaning/style?

TN Curriculum Standard(s):

8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Anonymous:** Unknown.
- **Epitaph:** A phrase or form of words written in memory of a person who has died.
- **Superfluity:** In large numbers.
- **Torment:** Severe physical or mental suffering.

(B)

- **Ambient:** Creating a certain reaction or mood.
- **Combat:** To fight against.
- **Incinerator:** A furnace for burning trash.
- **Nuisance:** A person or thing causing annoyance.
- **Organization:** The way of arrangement of things.
- **Protocol:** A formal etiquette or procedure.
- **Strategy:** A plan or a method.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

Think about a time when something special or unusual happened at school. It could be a time when something unexpected happened in your classroom or any event at school that you remember well. Write about what happened and why it was special or unusual. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students identify and understand the different text structures. Present the lesson slides to your student (Click View Lesson) to explain content for Lessons (A) and (B). Lesson (A) must be displayed on teacher's

screen, teacher models thought process as well as verbally and visually asks questions for (Slides 1-7) before proceeding to Lesson (B) (Slides 1-12).

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slide 5 (A) and slides 3, 8, 9 and 10 (B) as students work together.

Lesson (A) Slides

Slide 1. Objectives-Read the objectives aloud. Have students restate in their own words.

Slide 2. Introduction- Explain the importance of understanding different text structures.

Slide 3. Compare and Contrast the Text Structures Belonging to Different Genres (prose and poem)

Slide 4. Compare and Contrast the Text Structures (contd...) This poem is the "Unknown Citizen."

Slide 5. Activity - Lesson-Students match the correct terms with its definition.

Slide 7. Lesson Vocabulary Words-Review the vocabulary terms.

Lesson (B) Slides

Slide 1. Objectives-Read the objectives aloud. Have students restate in their own words.

2. Text Structure-Have students copy the problem solution chart onto their paper.

3. Activity - Problem-Solution Structure-Students click the box to reveal the correct answer.

4. Organization of Ideas-Fish-bone Chart displays the air pollution problem and four solutions.

5. Organization of Ideas (contd...) Chart continues.

6. Organization of Ideas (contd...) Chart continues.

7. Organization of Ideas (contd...) Chart continues.

8. Activity - Text Structure-Students click the box to reveal their answer.

9. Activity - Text Structure-Students click the box to reveal their answer.

10. Drag and Drop Activity-The students practice by dragging and dropping.

12. Lesson Vocabulary Words-Review the vocabulary words.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) (Slide 7) and Lesson (B) (Slide 12). Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Break – 10 Minutes

Supplemental: (30 mins.)

The teacher will present the Supplemental activities during this time and have students do the various Flocabulary activities using pages 1-2 under the Supplemental tab. The teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with the video, vocabulary card, and vocabulary games. All students express their individual talents with the lyric lab activity by creating verses.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Pages 1 and 2 are both Text Structures

Additional Teacher Resources: N/A

Lesson Review: (5 mins.)

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 6 and Lesson (B) Slide 11 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 mins.):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to the class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about identifying and understanding the different text structures. These responses can be typed in Teams Chatbox.

(A)

- Analyzing the similarities and differences of each text structure belonging to a particular genre can help the reader have a broader understanding of literature.
- Plots and events as well as characters are common in narrative poems and a story or a play with a similar theme may be common in passages of different genres.

(B)

- The structure of a sentence helps identify the purpose, organization, and strategy adopted in the text.
- The problem-solution structure points out problem(s) and lists the possible solution(s).
- A fish-bone chart is a chart in the form of a fishbone showing problems and the solutions.
- Graphic organizers can be used to understand a fiction or nonfiction text.
- In journalism, the *who*, *what*, *when*, *why*, and *how* graphic organizer is used to understand the details of news.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 6

Topic/Lesson Title & Grade Results #: Point of View and Author's Purpose-Lesson 6

(A) Point of View (B) Author's Purpose

Objective(s): Students will

Lesson A

- Define point of view.
- Understand and analyze points of view.
- Understand how the author's point of view affects the text.
- Explain how point of view creates humor or suspense.

Lesson B

- Learn about the various purposes behind writing.
- Identify the purpose(s) of writing a text.

Guiding Question(s): **How does the difference between the characters and the reader's point of view create suspense/humor?**

TN Curriculum Standard(s):

8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Autobiography:** An account of a person's life written by that person.
- **Immediacy:** The quality of bringing one into direct and instant involvement with something.
- **Memoirs:** A historical account written from personal experience.
- **Objective:** Not influenced by personal feelings.
- **Omniscient:** Knowing everything.
- **Perspective:** A particular way of looking at something.
- **Pronouns:** A word used instead of a noun.
- **Protagonist:** The leading character in a novel, film, or play.
- **Roving:** Traveling constantly without a fixed destination.
- **Self-help book:** A book that is written to instruct its readers on solving personal problems.
- **Subjective:** Based on personal feelings or opinions.
- **Wizardry:** The art of practicing magic.

(B)

- **Array:** An order of arrangement.
- **Author's Purpose:** The reason why an author writes something.
- **Cohesion:** To unite or stick together.
- **Entertain:** To amuse.
- **Evaporation:** The conversion of a liquid or a solid to vapor.
- **Formulate:** To express in precise form.
- **Inform:** To educate or give more information about something.

- **Persuade:** To convince someone.
- **Saturation:** To combine with the greatest possible quantity of another substance.
- **Viscous:** Having a sticky nature.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

Eighth grade is a time of many changes. Describe the changes that have taken place in your life since you entered sixth grade. For instance, you could write about school, friends, family, or other changes. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students analyze points of view/ identify the authors purpose of text. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson A (Slides 1-13) before proceeding to Lesson (B) (Slides 1-10). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

Slide 1. Objective- Have students volunteer to read the objectives aloud.

Slide 2. Point of View- Explain that Point view has 3 major functions.

Slide 3. Different Points of View- Play the slide. Allow students to take notes.

Slide 4. First Person Point of View- Play the slide. Allow students to take notes.

Slide 5. Second Person Point of View- Play the slide. Allow students to take notes.

Slide 6. Third Person Point of View- Play the slide. Allow students to take notes.

Slide 7. Third Person Objective- Play the slide. Allow students to take notes.

Slide 8. Third Person Limited- Pause to discuss with students the differences between the 3rd person points of view.

Slide 9. Third Person Omniscient- Explain to students that this point of view includes all characters.

Slide 10. Activity - Third Person Point of View- Have students complete the activity and share aloud.

Slide 11. Explain how Point of View Creates Humor and Suspense- Play the slide.

Slide 13. Lesson Vocabulary Words- Have students discuss the vocabulary words as a review.

Lesson (B) Slides

Slide 1. Objective- Read the objectives. Have students discuss them in pairs highlighting the key words.

Slide 2. Author's Purpose- Author's purpose has 3 different key points students create a chart.

Slide 3. Inform – Play the slide. Have students take notes.

Slide 4. Activity - Inform- Play the slide. Have students take notes.

Slide 5. Inform (contd...) Play the slide. Have students take notes.

Slide 6. Persuade- Play the slide. Have students take notes.

Slide 7. Entertain Play the slide. Have students take notes.

Slide 8. Drag and Drop Activity- Have the students drag and drop the correct slide.

Slide 10. Lesson Vocabulary Words- Have students discuss the vocabulary.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 13 and Lesson (B) Slide 10. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes): As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on Slide 10 (A) and Slides 4 and 8 (B) as students work together.

Break – 10 Minutes

Supplemental: (30 mins.)

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-3. Teacher will display these activities (pages 1-3) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Point of View

Page 2. Author's Purpose

Page 3. What is Point of View?

Additional Teacher Resources: N/A

Lesson Review: (5 mins.)

The instructor will use the Grade Results "Lesson Review," **Lesson (A) Slide 12** and **Lesson (B) Slide 9** to provide a brief review of the day's lesson and address any misconceptions that students may have.

(A)

- Point of view is the perspective from which an author narrates the story.
- In first person point of view, the narrator is a character in the story.
- In second person point of view, the writer addresses the reader directly by using the pronouns you, your, and yours.
- In third person objective point of view, the author uses a neutral tone and is unbiased.
- In third person limited point of view, the author narrates from the perspective of a single character in the story.
- In third person omniscient point of view, the author knows everything about all the characters thoughts and feelings in the story.

(B)

- An author may want to inform, persuade, or entertain the audience.
- If the author's purpose is to inform, the text contains information about a particular topic.
- If the author's purpose is to persuade, the text will contain details that will persuade or convince the reader of something.
- If the author's purpose is to entertain, the text will be amusing or appealing to the readers' emotions.

Independent Work – Posttest (They Do): (40 mins.)

Complete the Post Test. This will be the student's daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet point to the class). After reading, have students formulate one take away (like a ticket out the door) stating what they're learned about analyzing points of view and identifying the author's purpose of text. These responses can be typed into Teams Chatbox.

(A)

- Point of view is the perspective from which an author narrates the story.
- In first person point of view, the narrator is a character in the story.
- In second person point of view, the writer addresses the reader directly by using the pronouns you, your, and yours.

- In third person objective point of view, the author uses a neutral tone and is unbiased.
- In third person limited point of view, the author narrates from the perspective of a single character in the story.
- In third person omniscient point of view, the author knows everything about all the characters thoughts and feelings in the story.

(B)

- An author may want to inform, persuade, or entertain the audience.
- If the author's purpose is to inform, the text contains information about a particular topic.
- If the author's purpose is to persuade, the text will contain details that will persuade or convince the reader of something.
- If the author's purpose is to entertain, the text will be amusing or appealing to the readers' emotions.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 7

Topic/Lesson Title & Grade Results #: Analyzing Stories and Types of Sentences-Lesson 7

(A) Analyze Stories in Different Medium (B) Types of Sentences

Objective(s): Students will

Lesson A

- Analyze multiple adaptations of *A Midsummer Night's Dream*.
- Evaluate how the adapted versions stay faithful to the original play.

Lesson B

- Understand simple, compound, complex, and compound-complex sentences.
- Know the functions of the different sentence types.

Guiding Question(s): What does it mean for a filmed or live production to stay faithful to the original text or script?

TN Curriculum Standard(s): 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Adaptation:** A film, drama, or stage play made from a written work.
- **Compare:** Finding out the similarities between two things.
- **Contrast:** Finding out the differences between two things.
- **Knight:** A man given the rank of honor.
- **Mayhem:** Extreme disorder or chaos.
- **Nunnery:** A religious community of nuns.

(B)

- **Breathtaking:** Very exciting.
- **Adopt:** To begin to have a different manner, method, etc.
- **Deforestation:** The act of cutting down or burning all the trees in an area.
- **Emergence:** The act of becoming known or coming into view.
- **Emphasis:** Special importance or attention given to something.
- **Extinction:** A state or situation when a plant or animal species dies out completely.
- **Heaven:** To breathe in and breathe out in a slow or loud way.
- **Indifference:** Lack of interest or concern about something.
- **Optimal:** Best or most effective.
- **Wit:** Ability to say or write things in a clever and funny way.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

How old are you now? Write about the advantages and disadvantages of being your age. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students analyze stories in different mediums/comprehend sentence types. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-10) before proceeding to Lesson (B) (Slides 1-16). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 5 and 8 (A) and slides 4, 9 and 14 (B) as students work together.

Lesson (A) Slides

Slide 2. Adaptations of a Story- Read the objectives.

Slide 3. A Midsummer Night's Dream by William Shakespeare-Assign characters. Allow students to act out.

Slide 4. A Midsummer Night's Dream story (contd...)- Have students continue to act out the scene.

Slide 5. Activity - A Midsummer Night's Dream-Students select the right answer choice. Discuss with students.

Slide 6. A Midsummer Night's Dream - Movie-Play video.

Slide 7. Analysis of the Two Versions-Play the video. Discuss with students the difference.

Slide 8. Activity - Characters-Students can pair in THINK PAIR SHARE to select the right answer.

Slide 10. Lesson Vocabulary Words-Discuss vocabulary with students.

Lesson (B) Slides

Slide 2. Independent Clause-Play video. Allow students to take notes.

Slide 3. Dependent Clause- Play video. Allow students to take notes.

Slide 4. Activity - Dependent and Independent Clauses- Students choose the correct answer.

Slide 5. Simple Sentence- Play video. Allow students to take notes.

Slide 6. Functions of Simple Sentences- Play video. Allow students to take notes.

Slide 7. Compound Sentence- Play the video. Allow students to take notes.

Slide 8. Functions of Compound Sentences- Allow students to take notes. Discuss the video.

Slide 9. Activity - Simple and Compound Sentences-Students complete activity as a whole group.

Slide 10. Complex Sentence- Play video allow students to take notes.

Slide 11. Functions of Complex Sentences- Point out examples found on this slide.

Slide 12. Compound-Complex Sentences- Discuss with students the definition of compound complex.

Slide 13. Functions of Compound-Complex sentences- Discuss with students the difference between all three types.

Slide 14. Activity - Types of Sentences- Students complete the activity as a whole class.

Slide 16. Lesson Vocabulary Words- Discuss vocabulary with students.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 10 and Lesson (B) Slide 16. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Break – 10 Minutes

Supplemental: (30 mins.)

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-5. Teacher will display these activities (pages 1-5) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Types of Poetry

Page 2. Simple and Compound Sentences

Page 3. Complex Sentence

Page 4. Sentences-Simple, Compound, Complex and Compound-Complex

Page 5. Types of Sentences

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results “Lesson Review” to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about analyzing stories in different medium/comprehending different sentence types. These responses can be typed into Teams Chatbox.

(A)

- A novel, story, poem, or drama becomes popular among the people when adapted in a number of versions such as films, stage plays, or even cartoons.
- When adapting a story to another version, directors make several adjustments so that it fits the version.
- The play *A Midsummer Night’s Dream* was written by William Shakespeare in 1595 - 1596.
- The movie *A Midsummer Night’s Dream* was directed by Michael Hoffman and was released in 1999.

(B)

- If a clause expresses a complete thought, it is called an independent clause.
- If a clause does not express a complete thought, it is called a dependent or subordinate clause.
- A sentence that has an independent clause and no dependent clause is called a simple sentence.
- Simple sentences are used to ask questions, form imperatives and exclamations.
- A sentence that has two or more independent clauses without a dependent clause is called a compound sentence.
- Compound sentences are used to compare and contrast ideas and show relationships between clauses.
- A complex sentence has an independent clause joined with one or more dependent clauses.
- Complex sentences are used to expand ideas and build details.
- A sentence that has two independent clauses and one or more dependent clauses is called a compound-complex sentence.
- Compound-complex sentences are used to describe a chain of events and supply more information on a subject.

Summer School Lesson Plan

Subject/Grade: English Language Art/8th

Day: 8

Topic/Lesson Title & Grade Results #: Themes and Central Ideas-Lesson 8

(A) Traditional Themes Found in Modern Literature (B) Central Idea

Objective(s): Students will

Lesson A

- Determine the theme of a text.
- Analyze the relationship between a theme and the characters, setting, and plot.

Lesson B

- Trace the development of central ideas throughout a text.
- Provide an objective summary of a given text.

Guiding Question(s): What is the theme of the modern fiction, *The Wonderful Wizard of Oz* and *A Wrinkle in Time*?

TN Curriculum Standard(s): 8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Fairytales:** Stories, usually intended for children, that often involve mythical creatures like giants, dragons, elves, and fairies.
- **False idol:** A person or thing that is respected, but not worthy of respect.
- **Fantasy genre:** A genre of fiction that uses magic and supernatural elements in plot, theme, or setting. Many fantasy works take place in imaginary worlds.
- **Folktale:** Stories similar to fairytales, but not intended only for children. They often involve people and animals.
- **Genre:** A category of something; in this case, a type of literature.
- **Idol:** A person or thing that is greatly admired.
- **Myth:** A traditional story, often old, with supernatural characters, heroes, and/or gods.
- **Plot:** The events of a story.
- **Quest:** A long journey with many obstacles.
- **Theme:** An important idea in a story.

(B)

- **Central idea:** The message or lesson that the author tries to convey through key details.
- **Summarizing:** Taking the central ideas from a text and rewriting them using different words.
- **Lesson Activities (We Do): (15 mins.)**

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

“Good things come to those who wait.”

What does this quote mean to you? Rewrite this quote in your own words. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do): (5 minutes):

Today's lesson requires that students must determine the theme of a text/central idea. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-18) before proceeding to Lesson (B) (Slides 1-13). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

Slide 2: Influences in Fiction-Explain fiction can be influenced by older works.

Slide 3. Themes in Mythology-Explain Greek Myths using the slides.

Slide 4. Persephone- Play the video that explains who Persephone is.

Slide 5. Quest- Ask students to define the word quest. Play the video.

Slide 6. The Wonderful Wizard of Oz-Play the video.

Slide 7. Activity - Themes-Allow students to select the correct multiple-choice answer. Discuss with a partner.

Slide 8. Influence of Fairytales and Folktales-Have students add Fairytales and Folktales to their list.

Slide 9. The Wonderful Wizard of Oz (contd...)- Have students add Fairytales and Folktales to their list.

Slide 10. Activity - The Wonderful Wizard of Oz-The students select the correct answer.

Slide 11: Themes in the Bible: The students take notes about themes from the bible in the Wizard of Oz.

Slide 12. The Wonderful Wizard of Oz (contd...) Play the Video.

Slide 13. Activity - The Bible- Students select the best answer.

Slide 14. Influence of Traditional Texts in New Fiction- Highlight the term fantasy. Explain its meaning to students.

Slide 15. A Wrinkle in Time- Play the video that summarizes A Wrinkle in Time.

Slide 16. Activity - A Wrinkle in Time- Students select True or False.

Slide 18. Lesson Vocabulary Words- Discuss Vocabulary terms.

Lesson (B) Slides

Slide 2. Central Idea- Tell students that theme and central idea are similar concepts.

Slide 3. Characters, Plot, and Setting-Students take notes on setting, plot, and characters.

Slide 4. Activity - Central Idea- Guide students through selecting the right answer choice.

Slide 5. Daily Training by E. F. Benson- Play the video.

Slide 6. Central Idea in Daily Training by E. F. Benson-Analyze the central idea in this passage.

Slide 7. Central Idea in the Essay Black Men and Public Space-Have students copy the chart.

Slide 8. Racial Bias in the Professional Space Highlight the incidents that prove the author has been a victim.

Slide 9. Summarizing- Have students copy the four bullet points that explain ways to summarize.

Slide 10. Summary of the text Black Men and Public Space- Play the video.

Slide 11. Drag and Drop Activity- Guide students through dragging and dropping the items.

Slide 13. Lesson Vocabulary Words-Review the vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 18 and Lesson (B) Slide 13. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 7, 10, 13 and 15 Lesson (A) and slides 4 and 11 Lesson (B) as students work together.

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-4. Teacher will display these activities (pages 1-4) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1 Central Idea

Page 2 Biography

Page 3 Genres of Fiction

Page 4 Theme in Literature

Additional Teacher Resources: N/A

Lesson Review: (5 mins.)

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 17 and Lesson (B) Slide 12 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about determining the theme of a text/central idea. These responses can be typed into Teams Chatbox.

(A)

- A theme is the main idea or message of an essay, paragraph, or a book.
- Themes explore timeless and universal ideas and may be implied rather than stated clearly.
- A myth is a traditional story, often old, and often containing supernatural characters, heroes, and gods.
- Myths generally reflect a culture's understanding of the world.
- Myths explain things in the natural world and involve warning about the consequences of bad behavior.
- A quest is a long journey with many obstacles.
- Fairytales are intended for children and involve mythical creatures like giants, dragons, elves, goblins, and fairies.
- An idol is a person or thing that is greatly admired and respected.
- Fantasy is a genre of fiction that uses magic and supernatural elements.

(B)

- The central idea or theme of a text is the message or lesson that the author tries to convey through key details.
- The characters demonstrate and establish a theme by their dealings with the conflict in a story.
- The central idea of a text is made real and sensible through the actions and events.
- The location and the historical time period of a text can reflect the central idea.
- Summarizing is taking the central ideas from a text and rewriting them using different words.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 9

Topic/Lesson Title & Grade Results #: Verb Moods in Literary Works-Lesson 9

(A) Story Drama and Poetry (B) Moods in Verbs

Objective(s): Students will

Lesson A

- Read a wide range of literature.
- Comprehend literature from details.

Lesson (B)

- Identify verb moods in sentences.
- Learn to use verb moods appropriately.

Guiding Question(s): How do details help you understand the text? /How can I use verbs correctly in the indicative, imperative, interrogative, conditional and subjunctive moods?

TN Curriculum Standard(s):

8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Banish:** Send someone away from a place.
- **Spring:** A quick jump.

(B)

- **Conditional mood:** A hypothetical state that causes something to happen.
- **Imperative mood:** Used to express a command or a request.
- **Indicative mood:** Used to make statements.
- **Interrogative mood:** Used to ask questions.
- **Modal verbs:** The category of auxiliary (helping) verbs used to indicate modality (such as expressing permission, likelihood, ability).
- **Subjunctive mood:** Used to express a wish, doubt, supposition, or condition contrary to fact.
- **Supposition:** The act of supposing.
-

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt:

Describe your favorite season of the year. What do you see, hear, feel, taste, or smell during that season? Why is it your favorite season? **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students comprehend literature from details/identify verb moods. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-9) before proceeding to Lesson (B) (Slides 1-14). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

Slide 2. The Birthday Present-Play the video that reads the story aloud.

Slide 3. Analysis - The Birthday Present-Guide students through answering the questions.

Slide 4. The Merchant of Venice- Allow a student to read Antonio's role.

Slide 5. Analysis - The Merchant of Venice-Play the video that summarizes the scene.

Slide 6. I'm Nobody! Who are you?- Play the video.

Slide 7. Analysis - I'm Nobody! Who are you?-Break down the first stanza and the second stanza.

Slide 8. Drag and Drop Activity- Drag and drop the items in the right spot.

Slide 9. Lesson Vocabulary Words-Discuss the words with the class.

Lesson (B) Slides

Slide 2. What is the Mood of a Verb?-Circle the 5 moods of a verb. Allow students to copy them.

Slide 3. The Indicative Mood- Play the slide. Allow students to copy at least one example.

Slide 4. The Imperative Mood Play the slide. Allow students to copy at least one example.

Slide 5. The Interrogative Mood Play the slide. Allow students to copy at least one example.

Slide 6. Activity - The Interrogative Mood- Students drag and drop the correct answer.

Slide 7. The Conditional Mood Play the slide. Allow students to copy at least one example.

Slide 8. The Subjunctive Verb Mood Play the slide. Allow students to copy at least one example.

Slide 9. Activity - The Subjunctive Verb Mood Have students select the best answer choice.

Slide 10. Inappropriate Shift Play the slide. Allow students to copy at least one example.

Slide 11. Activity - Moods in Verbs- Drag and drop the items in the right spot.

Slide 12. Activity - Moods in Verbs- Drag and drop the items in the right spot.

Slide 14. Lesson Vocabulary Words- Review the vocabulary words with students.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 9 and Lesson (B) Slide 14. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slide 8 Lesson (A) and slides 6, 9, 11, and 12 Lesson (B) as students work together.

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-3. Teacher will display these activities (pages 1-3) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. What is Poetry?

Page 2. What is Drama?

Page 3. Persuasive Language

Additional Teacher Resources: N/A

Lesson Review (5 minutes):

The instructor will use the Grade Results “Lesson Review”, Lesson (B) Slide 13 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about comprehending literature from details/identifying verb moods. These responses can be typed into Teams Chatbox.

- The mood of a verb refers to a writer's or speaker's attitude to what is being written or spoken.
- The indicative, the imperative, interrogative, the conditional, and the subjunctive are the five moods of a verb.
- The indicative mood is used to make statements and ask questions.
- The imperative mood is used to express a command or a request.
- The interrogative mood is used to ask questions.
- The conditional mood refers to a hypothetical state that causes something to happen.
- The subjunctive mood is used to express a wish, doubt, supposition, or condition contrary to fact.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 10

Topic/Lesson Title & Grade Results #: Drawing Conclusions-Lesson 10

Objective(s): Students will

- Define inference and conclusion.
- Explain how making inferences assists readers.
- Create a conclusion based on the clues in a text.

Guiding Question(s): **What does it mean to draw an inference?**

TN Curriculum Standard(s): 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

- **Checkmate:** A game position in chess, where a player's king is in check.
- **Conclusion:** The decision you come to when inferences are put together.
- **Inference:** The process of forming personal meanings from lessons or stories using the information from the text and prior knowledge.
- **Stain:** A discoloration that can be clearly distinguished from the medium it is found upon.

Attendance: Teacher Takes Attendance in Power School (5 minutes):

DO NOW: Journal Prompt:

If someone offered you a free airline ticket to anywhere in the world, where would you choose to go and why? **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students define inference and conclusion. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-9)

Directions:

Lesson Drawing Conclusions Slides

Slide 1. Objective- Read the objective. Allow students to copy into their own words.

Slide 2. Inference- Copy the chart that gives information about inferences.

Slide 3. Making Inferences- Play the video that reads aloud the text "Music and Some Highly Musical People."

Slide 4. Making Inferences (contd...) Read more excerpts with students.

Slide 5. Making Inferences (contd...) Explain to students that slide discusses artistic and scientific qualities of music.

Slide 6. How to Make an Inference and Draw a Conclusion- Students turn and talk to a partner taking turns reading.

Slide 7. Drag and Drop Activity -In small groups, students discuss the drag and drop activity.

Slide 9. Lesson Vocabulary Words-Review the vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully in Slide 9. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout the lesson, allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 7 as students work together.

Break – 10 Minutes**Supplemental: (30 minutes):**

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Plot Element**Page 2. Five Elements of a Story****Additional Teacher Resources: N/A****Lesson Review: (5 minutes):**

The instructor will use the Grade Results “Lesson Review” Slide 8 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do): (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about defining inference and conclusion. These responses can be typed into Teams Chatbox.

- An inference is a conclusion drawn from information in the text and prior knowledge.
- A conclusion is the decision you come to when you put such inferences together.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 11

Topic/Lesson Title & Grade Results #: Meanings of Words Using Context Clues and Figurative Language-Lesson 11
(A) Context Clues (B) Figurative Language

Objective(s): Students will

Lesson A

- Define context clues.
- Apply context clues to understand the meaning of unfamiliar words.

Lesson B

- Learn how figures of speech are used in context.
- Use word relationships to better understand the meanings of words.
- Identify verbal irony and pun.

Guiding Question(s): How do context clues help you understand unfamiliar words?

TN Curriculum Standard(s): Standard(s): 8.RI.KID.1a

*Use context as a clue to the meaning of a word or a phrase.

*When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Authentic:** Real, genuine.
- **Japanese:** Relating to Japanese.
- **Nocturnal:** Occurring in the night.
- **Reclusive:** Preferring isolation.

(B)

- **Abstract:** Existing in thought or as an idea but not having a physical or concrete existence.
- **Attribute:** A quality in someone or something.
- **Commentator:** Expert who observes and comments on something.
- **Compare:** To examine in order to note the similarities or differences of something.
- **Fictional:** Formed or conceived by imagination.
- **Mythology:** Set of stories connected with a culture or person.
- **Wise:** Having wisdom or discernment.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt:

“If you’re never scared or embarrassed or hurt, it means you never take chances.”

Do you agree or disagree? **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students understand context clues/figure of speech. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-7) before proceeding to Lesson (B) (Slides 1-17). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Directions

Lesson (A) Slides

Slide 1. Objective- Read the objectives.

Slide 2. Context Clues- Explain that context clues are useful hints that involve helping the reader understand.

Slide 3. Types of Context Clues – Students record Definition as the first context clue.

Slide 4. Types of Context Clues (contd...)-This slide allows students to record Antonym and Example as context clues.

Slide 5. Activity-Types of Context Clues- Drag and drop the items in the correct space.

Slide 6. Drag and Drop Activity- Students Drag and drop the items in the correct place.

Slide 7. Lesson Vocabulary- Review the vocabulary.

Lesson (B) Slides

Slide 1. Objective- Read the objectives. Have students explain them in their own words.

Slide 2. Figures of Speech- Have students copy the Figurative Language Branch.

Slide 3. Figures of Speech (contd...) Contrast for students the difference between literal and figurative meaning.

Slide 4. Commonly used Figurative Language- Have student stake notes copying the 7 types of Figurative Language.

Slide 5. Simile- Students add examples and definition to their list.

Slide 6. Activity - Simile- Students click the question to reveal the answer.

Slide 7. Metaphor Students add examples and definition to their list.

Slide 8. Activity - Metaphors Students click the question to reveal the answer.

Slide 9. Personification- Students add examples and definition to their list.

Slide 10. Activity - Personification- Students click the question to reveal the answer.

Slide 11. Hyperbole- Students add examples and definition to their list.

Slide 12. Allusion Students add examples and definition to their list.

Slide 13. Activity - Figures of Speech- Students click the question to reveal the answer.

Slide 14. Verbal Irony Students add examples and definition to their list.

Slide 15. Pun Students add examples and definition to their list.

Slide 17. Lesson Vocabulary Words Review the vocabulary words with the students.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 7 and Lesson (B) Slide 17. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slide 5 (A) and slides 6, 8, 10 and 13 (B) as students work together.

Break – 10 Minutes

Supplemental (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Context Clues

Page 2. Figurative Language

Additional Teacher Resources: N/A

Lesson Review: (5 minutes)

The instructor will use the Grade Results "Lesson Review", Lesson (A) Slide 6 and Lesson (B) Slide 16 to provide a brief review of the day's lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 mins):

Complete the Post Test. This will be the student's daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that we have reached the end of our lesson, you should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they've learned about understanding context clues/figure of speech. These responses can be typed into Teams Chat box.

(A)

- Context clues are clues that act as hints to understand difficult terms.
- Definition, synonym, antonyms, and example are the types of context clues.

(B)

- Figurative language refers to the use of tools that are used to describe people, places, animals, and objects to create some images in the minds of the reader. These include simile, metaphor, personification, hyperbole, etc.
- A simile is a comparison made between two unlike things using words such as "like" and "as."
- A metaphor is a comparison between two unlike things but does not use "like" or "as."
- Personification means to give human qualities to an object, place, or animal.
- Hyperbole refers to exaggerations that are partly true. A hyperbole is also known as an overstatement.
- An allusion is an indirect reference to another text, usually literary work, or popular characters in literature.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 12

Topic/Lesson Title & Grade Results #: Improving Vocabulary-Lesson 12

(A) Strategies to Improve Vocabulary (B) Key Vocabulary

Objective(s): Students will

(A)

- Determine the meaning of words and phrases as they are used in a text, including allusions, figurative and connotative meanings.
- Analyze language in Bram Stoker's *Dracula*, with special attention to the impact of word choice on meaning and tone.

(B)

- Find the topic sentence of a writing.
- Identify the key words used in different topics.
- Create key vocabulary for a particular writing.

Guiding Question(s): What is a figurative word or phrases/and connotative word or phrase?

TN Curriculum Standard(s):

8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Connotation:** An idea or feeling that a word evokes in a person in addition to its literal or primary meaning.
- **Diction:** The words a writer chooses to communicate his or her message.
- **Figurative language:** Language that departs from the literal meanings of words; metaphorical.
- **Imagery:** The way language is used to represent objects, actions, or ideas.
- **Literal definition:** The most basic or usual meaning of a word.
- **Metaphor:** A figure of speech in which a word is applied to an object or action to which it is not literally applicable.
- **Narrative tension:** Suspense to keep the reader engaged.
- **Onomatopoeia:** The use of words whose sounds are associated with their meanings.
- **Personification:** A figure of speech in which human qualities are attributed to an inanimate object.
- **Sensory details:** Details describing things that are seen, heard, smelled, touched, or tasted.
- **Simile:** A comparative figure of speech similar to a metaphor but using the word "like" or the word "as".
- **Tone:** The writer's attitude toward their subject, audience, or self.

(B)

- **Blog:** A website containing the writer's or group of writers' own experiences, observations, opinions, etc.
- **Browse:** To look through or glance.
- **Jargon:** The vocabulary specific to a particular field.
- **Netizen:** A user of the Internet.

- **Podcast:** An audio file similar to a radio broadcast that can be downloaded and listened to on a computer, mp3 player, mobile phone, etc.
- **Surf:** To search for information on a computer network or an interesting program on television.
- **Terminology:** Terms specific to any science, art, or specialized subject.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt:

Friends are special people in our lives. Write about the qualities of a friend. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students determine the meaning of key vocabulary and phrases. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-15) before proceeding to Lesson (B) (Slides 1-13). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

Slide 1. Objectives- Read the Objectives. Have students highlight the important vocabulary in the objectives.

Slide 2. Why is Vocabulary Important? -Define for students the term word choice. Highlight this as key information.

Slide 3. Vocabulary to Determine Meaning- Have students copy the excerpt from *Dracula*.

Slide 4. Understanding Connotations- Have students copy the excerpt highlighting the words with connotations.

Slide 5. Understanding Figurative Language-Students copy the next excerpt circle the words with figurative language.

Slide 6. Personification and Metaphor Play the video. Allow students to take notes.

Slide 7. Simile and Onomatopoeia-Play the video. Allow students to take notes.

Slide 8. Activity - Onomatopoeia and Metaphor Students complete the activity with a partner.

Slide 9. The Impact of Word Choice on Meaning and Tone Play the video. Explain the phrase. sensory details.

Slide 10. Understanding Allusions-Explain to students that allusions are reminders of other texts.

Slide 11. Understanding Allusions (contd...)-Highlight the reference to Shakespeare.

Slide 12. Activity - Understanding Allusions-Choose the correct answer choice.

Slide 13. Drag and Drop Activity-Drag and Drop to the correct location.

Slide 15. Lesson Vocabulary Words- Review the correct vocabulary.

Lesson (B) Slides

Slide 1. Objectives- Read the objectives aloud to the class.

Slide 2. Key Vocabulary-Pause to ask students to define the "new words" listed here.

Slide 3. Video - Abiotic- Play the video.

Slide 4. Video - Acropolis-Play the video.

Slide 5. Video - Adaption- Play the video.

Slide 6. Key Vocabulary (contd...)- Read the excerpt. Pull out key vocabulary.

Slide 7. Topic Sentence- Tell students a topic sentence expresses the main idea of a paragraph.

Slide 8. Key Vocabulary (contd...) Have students read aloud together. "The Old Man and The Grandson."

Slide 9. Activity - Key Words -Students choose all the key words listed.

Slide 10. Activity - Key Words- Students select all the key words listed.

Slide 11. Drag and Drop Activity- Have students complete the drag and drop activity.

Slide 13. Lesson Vocabulary Words- Review the lesson vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that

are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 12 and 13 (A) and slides 9, 10 and 11 (B) as students work together.

(B) Slide 3 Abiotic Video, slide 4 Acropolis Video, Slide 5 Adaption Video

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Back in the Jam

Page 2. Word Choice

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results "Lesson Review", Lesson (A) Slide 14 and Lesson (B) Slide 12 to provide a brief review of the day's lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student's daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they've learned about determining meaning of key vocabulary and phrases. These responses can be typed into Teams Chatbox.

(A)

- Word choice, also called diction, refers to the words a writer chooses in his or her work.
- Connotation is the idea or feeling that a word evokes in addition to its original meaning.
- The use of figurative language allows authors to express ideas very creatively.
- Personification is the attribution of human qualities to inanimate objects.
- A simile is the comparison of two things using the words "like" or "as."
- A metaphor is the comparison of two things without the use of words "like" or "as."
- Onomatopoeia is the use of words whose sounds are associated with their meanings.
- Tone -- serious, light, sad, or funny -- is the writer's attitude toward the subject.
- Imagery is the use of language to represent objects, actions, or ideas.
- Sensory details describe what you saw, heard, felt, tasted, or smelled.
- Allusions give a deeper meaning by referring to other words with similar themes.

(B)

- We come across many new words every day through newspapers, magazines, journals, articles, blogs, novels, short stories, poems, etc.
- Every subject has a unique set of words. They are called as jargon, technical terms, or terminology.
- It is necessary to have at least a basic understanding of the words we are using in our field of interest.
- Identifying key vocabulary will help us understand a particular text well.
- A topic sentence expresses the main idea of a paragraph, passage, or other writing. It will usually be the first sentence of a paragraph, but not always.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 13

Topic/Lesson Title & Grade Results #: Using Information Sources to Maintain Style and Tone-Lesson 13

(A) Using Information Sources (B) Maintain Consistent Tone and Style

Objective(s): Students will

Lesson A

- Assess the advantages of using different media to present an idea.
- Evaluate the disadvantages of using different media to present an idea.

Lesson B

- Establish a specific style and tone in your writing and maintain it consistently.
- Ensure that the style matches the purpose of writing or speaking.

Guiding Question(s): What are the advantages and disadvantages of using different mediums to present a topic or idea?

TN Curriculum Standard(s):

8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Credibility:** Quality of being worthy of belief.
- **E-book:** A book available in electronic form.
- **E-learning:** Learning happening in electronic form.
- **Journal:** A periodical publication giving an account of a particular subject.
- **Magazine:** Periodic publication of articles of interest.
- **Multimedia:** The use of more than one medium of expression or communication.
- **Reliability:** Quality of being dependable.
- **Simulation:** Representation of a real-world process by a computer program.
- **Tangible:** Capable of being treated as real.
- **Technology:** A discipline concerning the application of the principles established in various subjects.

(B)

- **Ambiguity:** Something that conveys more than one meaning.
- **Consistent:** An action that is performed in the same manner over time.
- **Humorous:** Something or someone that is funny and invokes laughter.
- **Optimistic:** Thinking positively.
- **Pessimistic:** Thinking negatively.
- **Recipient:** Receiver of something like a letter, email, or award.
- **Style:** The choice of words and sentence patterns that a writer uses.
- **Subject-line:** A section of an email that conveys the topic of the email to the recipient.
- **Tone:** The manner in which something is said or written.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt

You arrive home from school to discover that a window which had always been locked is open. Write a story about what happens next. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students must use information sources in print and digital media/maintain tone and style in writing. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-12) before proceeding to Lesson (B) (Slides 1-12). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Directions

Lesson (A) Slides

Slide 1. Objectives- Read aloud the objectives.

Slide 2. Print Media- Play the video that explains print media.

Slide 3. Advantages and Disadvantages of Print Media- Contrast print media's advantages and disadvantages.

Slide 4. Activity - Print Media- Student select the best answer and then share.

Slide 5. Digital Text- Have students copy the chart.

Slide 6. Activity - Digital Media Click the card deck to view a card and drag it to its proper place.

Slide 7. Videos in E-learning- Play the video.

Slide 8. Activity - Using Videos- Select True or False.

Slide 9. Multimedia- Play the video.

Slide 10. Evaluating Methods to Present a Particular Topic or Idea- Discuss other reasons to play a video.

Slide 12. Lesson Vocabulary Words- Review vocabulary terms with students.

Lesson (B) Slides

Slide 1. Objectives- Read aloud the objectives. Have students share with a partner in their own words.

Slide 2. Video-Importance of Tone in Informal and Formal Writing- Play the video.

Slide 3. Tone- Have the students make a list of the nine types of tones listed on this slide.

Slide 4. Activity - Tone Students choose the two answer choices.

Slide 5. Style- Tell students it is important to maintain consistency in writing.

Slide 6. Scenarios and Sample Writing- Read the samples with students. Explain the different styles.

Slide 7. Scenarios and Sample Writing (contd...) Read the samples with students. Explain the different styles.

Slide 8. Scenarios and Sample Writing (contd...) Read the samples with students. Explain the different styles.

Slide 9. Video - Writing Letters and Emails- Play the video.

Slide 10. Communication and its Purpose- Explain that emails should have a subject line.

Slide 12. Lesson Vocabulary Words Discuss lesson vocabulary.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 12 and Lesson (B) Slide 12. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 4, 6 and 8 (A) and slide 4 (B) as students work together.

(A) Video-Importance of Tone in Informal and Formal Writing

(B) Video-Writing Letters and Emails

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-3. Teacher will display these activities (pages 1-3) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Source Evaluation

Page 2. Tone and Mood

Page 3. Source Evaluation: Videos

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 11 and Lesson (B) Slide 11 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about using information sources in print and digital media/maintaining tone and style in writing. These responses can be typed into Teams Chatbox.

(A)

- Print media refers to the hard copy materials that comprise printed materials.
- Textbooks, journals, and magazines are different types of print media.
- Digital media has evolved with the advent of technology.
- Digital text, otherwise called e-text, is an electronic version of a written, printed text.
- The advancement of technology has paved the way for the introduction of videos in e-learning.
- Text, images, audio, video, and animation are the components of multimedia.

(B)

- Tone and style should be consistent in communication.
- Style refers to the choice of sentence patterns and words.
- Tone refers to how something is said or written.
- If a writer mixes up tone and style, it can confuse the reader.
- When writing a letter or an email, one should use a tone and style relevant to the recipient's age, status, and position.
- A formal tone and style are used in academic and professional writing.
- An informal tone and style are used when writing to family and friends.
- The subject-line should convey the contents of the email and interest the recipient to read the email fully.
- Any form of communication should be clear and match its intended purpose.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 14

Topic/Lesson Title & Grade Results #: State an Argument Using Active and Passive Voice-Lesson 14

(A) Analyze a Stated Argument (B) Active and Passive Voice

Objective(s): Students will

Lesson A

- Analyze the parts of an argument.
- Determine whether an argument is sound and valid.

Lesson B

- Identify active and passive voice in sentence construction.
- Differentiate active and passive voice.

Guiding Question(s): What are the key elements of a written argument?

TN Curriculum Standard(s):

8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Analogy:** A comparison made between two things for the purpose of explanation or clarification.
- **Argument:** A reason or set of reasons given in support of an idea.
- **Assertion:** A confident and forceful statement of fact or belief.
- **Claim:** State or assert something is the case.
- **Evidence:** The available body of facts or information indicating whether a belief or a proposition is true or valid.
- **Inferred:** Deduce or conclude from evidence and reasoning.
- **Premise:** A proposition from which a conclusion is inferred.
- **Statistics:** The practice of collecting and analyzing numerical data in large quantities.
- **Veracity:** Truthfulness.

(B)

- **Auxiliary verb:** A verb that helps the main verb. It is also called a helping verb.
- **Direct object:** A person or thing upon which the action of a verb is performed.
- **Object:** A person or thing that receives the action of the verb.
- **Past participle:** A past form of a verb, typically ending in *-ed*.
- **Voice:** The property of a verb that expresses the relation between a subject and a verb.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt

Explain what you think makes school enjoyable. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students analyze the parts of an argument/identifying active and passive voice. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-12) before proceeding to Lesson (B) (Slides 1-11). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Directions:

Lesson (A) Slides

Slide 1. Objectives- Read the objectives.

Slide 2. Argument- Have students copy the definition of claims and arguments.

Slide 3. Parts of an Argument (contd...) Have students copy the definition of reasons.

Slide 4. Key Elements of an Argument Break down for students the two elements of an argument.

Slide 5. Activity - Parts of an Argument- Students drag and drop each item to its correct slot.

Slide 6. Evaluating an Argument Have students copy the four steps to evaluating an argument.

Slide 7. Facts and Opinions- Ask students to verbalize the difference between a fact and an opinion.

Slide 8. Outcomes of an Argument-Highlight the four outcomes of an argument.

Slide 9. Outcomes of an argument (contd...) Determine whether arguments are sound and valid.

Slide 10. Activity - Outcomes of an Argument Choose the correct answer.

Slide 12. Lesson Vocabulary Words Discuss vocabulary with partner.

Lesson (B) Slides

Slide 1. Objectives- Read aloud the objectives.

Slide 2. Voice Discuss with students the different constructions of the two sentences listed.

Slide 3. Active Voice: Note for students where the subject come in the sentence.

Slide 4. Passive Voice In passive voice the subject is the receiver of the action.

Slide 5. Video - Using Active and Passive Voice-Play the video.

Slide 6. Using Active and Passive Voice- Have students copy the chart that appears on this slide.

Slide 7. Activity - Using Active and Passive Voice-Choose and check the correct answer.

Slide 8. Activity - Using Active and Passive Voice Choose and check the correct answer.

Slide 9. Activity - Using Active and Passive Voice- Choose and check the correct answer.

Slide 11. Lesson Vocabulary Words- Review the lesson vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 12 and Lesson (B) Slide 11. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 5 and 10 (A) and slides 7, 8 and 9 (B) as students work together.

(B) Slide 5 Video Using Active and Passive Voice

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Active and Passive Voice

Page 2. Writing a Thesis

Additional Teacher Resources: N/A

Lesson Review (5 minutes):

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 11 and Lesson (B) Slide 10 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 minutes):

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about analyzing the parts of an argument/identifying active and passive voice. These responses can be typed into Teams Chatbox.

(A)

- Argument is a statement for or against a point.
- A claim is a statement about what is true or good and what should be done or believed.
- Reasons are statements that support the claim.
- Evidence consists of facts, examples, expert opinions, and statistics that support the claim.
- Premise and conclusion are the parts of an argument.
- The four outcomes of an argument are Invalid and Unsound, Invalid, Valid and Unsound, and Sound and Valid.

(B)

- Voice is the characteristic of a verb which denotes the relation between the subject and the action it performs.
- Voice can be active or passive.
- In active sentences, the subject performs the action, and the direct object follows the verb.
- In passive sentences, the subject receives the action, and there is no direct object.
- Passive sentences preserve the verb tense of the active sentence.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 15

Topic/Lesson Title & Grade Results #: Use Reference Material to Identify Meanings of Words-Lesson 15

(A) Reading Passage-The Tomb of the unknown Soldiers (B) Reference Materials

Objective(s): Students will

Lesson A

- Make generalizations and draw conclusions.
- Use the context to determine word meanings.
- Generate ideas with a clear focus in response to questions.

Lesson B

- Understand the use of three reference tools: dictionary, thesaurus, and glossary.
- Search for information in these reference tools.

Guiding Question(s): After reading “The Tomb of the Unknown Soldiers” and “Virgil”, what conclusion can you make about the texts?

TN Curriculum Standard(s):

8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Custom:** A habitual practice.
- **Desecration:** The act of damaging something that needs to be respected.
- **Dignity:** The qualities that make people respect you.
- **Grieve:** To mourn or to be sorrowful.
- **Solemn:** A serious or sincere nature.
- **Vigil:** Staying awake in order to guard.
- **Wreath:** An arrangement of flowers in a circular shape.

(B)

- **Antonym:** A word with a meaning that is opposite to the meaning of another word.
- **Derive:** To take or get something from something else.
- **Extensive:** Very full or complete.
- **Gigantic:** Extremely large.
- **Psychology:** The science or study of the mind and behavior.
- **Synonym:** A word that has the same meaning as another word in the same language.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt

Write about a job or responsibility you have at home. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 mins.)

Today's lesson requires that students use reference materials to identify the meaning of words. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-6) before proceeding to Lesson (B) (Slides 1-18). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

1. **Objectives**-Read the objectives to the students.
2. **The Tomb of the Unknown Soldiers** Play the video.
3. **The Tomb of the Unknown Soldiers (contd...)** Play the video.
4. **The Vigil**- Play the video.
5. **Activity - Lesson**- Drag and drop the correct terms.
6. **Lesson Vocabulary Words**- Discuss the lesson vocabulary terms with students.

Lesson (B) Slides

1. **Objective**- Read the objectives to the students.
2. **Reference Materials**- Have students read the definition of reference materials aloud.
3. **Dictionary**-Draw students' attention to the images on the screen.
4. **Video - Dictionary**- Play the video.
5. **Uses of a Dictionary**- Students turn and talk to their peers taking turns reading what's on the slide.
6. **Dictionary Entry** Discuss for students the definition of the term hospitable.
7. **Dictionary Entry (contd...)** Continue this discussion on this slide.
8. **Use of Words**- Have students copy the sentences with hospitable.
9. **Activity - Dictionary** Guide students to choosing the correct answer.
10. **Online Dictionaries**- Choose the online dictionaries.
11. **Video - All About Dictionary**-Play the video.
12. **Thesaurus**- Define the term thesaurus.
13. **Activity - Thesaurus**- Students choose True or False.
14. **Using Thesaurus in Microsoft Word**- Examine the example provided.
15. **Glossary**-Contrast the term glossary with dictionary.
16. **Drag and Drop Activity**- Drag the items to the correct slot.
18. **Lesson Vocabulary Words**- Discuss the lesson vocabulary.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 6 and Lesson (B) Slide 18. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 5 (A) and slides 9, 13 and 16 (B) as students work together.

(B) Slide 4 Video Dictionary and Slide 11 Video All about Dictionary

Break – 10 Minutes

Supplemental: (30 minutes):

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video,

vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Setting

Page 2. Dictionary Skills

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results “Lesson Review” Lesson (B) Slide 17 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do): (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about using reference materials to identifying meaning of words. These responses can be typed into Teams Chatbox.

(B)

- Reference materials are sources used to get a specific answer to a question.
- Dictionary is a reference book containing an alphabetical list of words, with information given for each word including meaning and pronunciation.
- To infer is to derive meaning about the word as it is used in context and adding that to what we already know.
- Many online dictionaries contain an audio pronunciation tool with which you can hear the word as it should be pronounced.
- A thesaurus is a book in which words that have the same or similar meanings are grouped together.
- Microsoft Word can be used to find the synonyms and a thesaurus entry for a given word.
- A glossary is a list of terms in a special subject or field with definitions.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 16

Topic/Lesson Title & Grade Results #: Connections in Text-Lesson 16

Objective(s): Students will

- Analyze ways and techniques of making connections in a text.
- Understand connections in a text between individuals, events, and ideas.

Guiding Question(s):

How does a text make connections among and distinctions between individuals, ideas, or events?

TN Curriculum Standard(s):

8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Academic:** Relating to formal education.
- **Alliteration:** Two or more closely related words commencing with the same letter.
- **Allusion:** A passing or casual reference.
- **Analogy:** Comparison between two things based on similarities.
- **Anaphora:** Repetition of a word or phrase at the beginning of two or more successive sentences.
- **Beacon:** A guiding or warning signal of light of fire.
- **Biblical:** Suggesting the Bible or Biblical times.
- **Captivity:** The state or period of being held or confined.
- **Categorizing:** Arranging into categories or classes.
- **Civil Disobedience:** Active refusal of disobeying certain laws or commands of a government especially without violence.
- **Comprehend:** Understand the nature or meaning of.
- **Daybreak:** The first appearance of daylight.
- **Decree:** A formal or authoritative order.
- **Degenerate:** Diminish in quality.
- **Dignity:** Nobility or elevation of character.
- **Distrust:** Regard with doubt or suspicion.
- **Emancipation Proclamation:** An executive order made by President Abraham Lincoln in 1863, which changed the status of three million people from "slave" to "free."
- **Extemporaneous:** Without special advance preparation.
- **Generic:** General or referring to all.
- **Gettysburg Address:** A famous speech delivered by U.S. President Abraham Lincoln during the American Civil War.
- **Inextricably:** From which one cannot free oneself.
- **Memoir:** An account of one's personal life or experiences.
- **Metaphor:** A figure of speech where one thing stands for another.
- **Militancy:** The use of confrontational or violent methods in support of a political or social cause.
- **Momentous:** Of great importance or significance.
- **Obligation:** An act or course of action to which a person is morally or legally bound; a commitment.

- **Oppression:** Prolonged unjust treatment or exercise of authority.
- **Parallelism:** The use of successive verbal constructions in poetry or prose which correspond in grammatical structure, sound, meter, meaning, etc.
- **Pursuit:** To follow in order to capture.
- **Rhetorical:** Concerned with specialized literary use of language.
- **Script:** The text of a speech or document.
- **Simile:** A figure of speech in which two unlike things are compared using the words, "as" and "like."
- **Sweltering:** Suffering oppressive heat.
- **Unalienable:** Not capable of being taken away.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

What would you like to be when you grow up? Write about the kind of job you think you might like to do someday. Be sure to tell me what it is, what you know about that job, and why you think it would be a good job. **If time permits, allow a few students to share their thoughts.**

https

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students understand techniques for making connections in text. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A). Lesson (A) must be displayed on teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-15).

Connections in Text Slides

Slide 1. Objectives- Read the objectives with the students.

Slide 2. Introduction- Play the introduction video.

Slide 3. Activity - Connections in Text- Have students select True or False.

Slide 4. Analysis of "I have a Dream" Speech- Play the video. Have students follow along.

Slide 5. Activity - "I have a Dream" Speech-Students select the best answer choice.

Slide 6. Connections Between Historical Events-Connect ideas in the speech to the Emancipation Proclamation.

Slide 7. Activity - Connections Between Historical Events- Students select the right answer.

Slide 8. Connection Between Ideas Through Allusions and Analogies- Highlight the term allusions.

Slide 9. Activity - Connections Between Ideas Through Allusions and Analogies-Play the video.

Slide 10. Connections among Different Groups of People by Juxtaposition and Categorizing- Play the video.

Slide 11. Activity - Making Connections by Juxtaposition and Categorizing-Students select the best answer-Review.

Slide 12. Connection Between Ideas through Rhetorical Devices-Summarize the three metaphors mentioned.

Slide 13. Drag and Drop Activity- Students drag the items to the correct place on the right.

Slide 15. Lesson Vocabulary Words-Review the vocabulary terms with students.

Vocabulary:

Say the above vocabulary/terms carefully that are on **Slide 15**. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 mins.)

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 3, 5, 7, 9, 11, and 12 as students work together.

Break – 10 Minutes

Supplemental: (30 mins.)

Teachers will present the supplemental section and have students do the various Flocabulary activities using page 1. Teacher will display these activities (page 1) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Making Inferences**BREAK-10 minutes****Additional Teacher Resources: N/A****Lesson Review: (5 minutes):**

The instructor will use the Grade Results "Lesson Review" Slide 14 to provide a brief review of the day's lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student's daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes):

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they've learned about understanding techniques for making connections in text. These responses can be typed into Teams Chatbox.

- Making connections is identifying the relationship between people, events, or ideas in a text.
- Connections in text can be made through categories, comparisons, and analogies.
- Dr. Martin Luther King Jr., in his famous "I have a Dream" speech, makes connections with the Bill of Rights, Emancipation Proclamation, and US Declaration of Independence.
- Dr. Martin Luther King Jr. uses many biblical allusions, analogies, and allusions to M. K. Gandhi's ideas in his speech.
- Geographical references and categories are used to make connections among groups of people in Dr. Martin Luther King Jr.'s "I have a Dream" speech.
- Numerous rhetorical devices are used in "I have a Dream" speech to help the readers understand a complex set of ideas and to make connections in text.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 17

Topic/Lesson Title & Grade Results #: Identify Spelling Using Prefixes and Suffixes-Lesson 17

(A) Spelling (B) Prefix and Suffix

Objective(s): Students will

Lesson A

- Understand how words are spelt.
- Understand the common rules of spelling.
- Learn prefix and suffix rules to understand the spelling pattern of new words.

Lesson B

- Define prefix and suffix.
- Learn the spelling rules of prefixes and suffixes.
- Understand how prefixes and suffixes are used in writing.

Guiding Question(s): Why is it difficult to spell words in English?

TN Curriculum Standard(s):

8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Accommodation:** A place (such as a room in a hotel) where one can sleep and find other services.
- **Adjustment:** Making or becoming suitable.
- **Aisle:** A long narrow passage
- **Arranged:** Placed in a particular kind of order.
- **Calendar:** A document, chart, etc. that shows the days, weeks, and months of a year.
- **Clamp:** A device that holds things firmly together.
- **Conceive:** Have the idea for.
- **Definitely:** Without question and beyond doubt.
- **Homophones:** Words that are pronounced the same way but differ in meaning or spelling or both.
- **Improve:** To make better.
- **Included:** Used to say that someone or something is part of a group or total.
- **Knee:** Hinge joint in the human leg.
- **Misspell:** To spell incorrectly.
- **Prefix:** An affix that is added to the front of a word.
- **Pronounce:** To make the sound of (a word or letter) with your voice.
- **Receipt:** The act of receiving.
- **Receive:** To get something.
- **Silent:** Not speaking or making noise.
- **Spelling:** The way in which a word is spelled.
- **Suffix:** An affix that is added at the end of the word.

(B)

- **Prefix:** Group of letters added at the beginning of the word to give a new meaning.
- **Root word:** Main word to which prefix or suffix is added to give a new meaning.
- **Suffix:** Group of letters added at the end of a word to give a new meaning.

Attendance: Teacher Takes Attendance in Power School. (5 minutes):

DO NOW: Journal Prompt

“The need for money changes our behavior.”

What do you think this quote means? Do you think it is true?

If time permits, allow a few students to share their thoughts.

Lesson Introduction (I Do) (5 minutes):

Today’s lesson requires that students must identify spelling using prefixes and suffixes. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on teacher’s screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-11) before proceeding to Lesson (B) (Slides 1-11). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Directions:

Lesson (A) Slides

Slide 1. Objectives- Read the objectives aloud. Have students rewrite in their own words.

Slide 2. Spelling-Play the video.

Slide 3. Spelling Skills- Play the video.

Slide 4. Spelling Skills (contd...) Ask students what other prefixes and suffixes they know.

Slide 5. Common Rules of Spelling- Explain the “I before e” rule.

Slide 6. Common Rules of Spelling (contd...) Discuss silent letters.

Slide 7. Common Rules of Spelling (contd...) Discuss when to add -s and -es.

Slide 8. Common Rules of Spelling (contd...) Homophones sound the same. Circle the word part sound.

Slide 9 Activity Spelling- View a card and drag the word to its definition.

Slide 11. Lesson Vocabulary Words- discuss the lesson vocabulary.

Lesson (B) Slides

Slide 1. Objectives- Read the objectives aloud. Have students rewrite in their own words.

Slide 2. Video-Root words, Prefixes and Suffixes-Play the video.

Slide 3. What are Prefixes? Discuss the terms prefix. Discuss the examples.

Slide 4. List of English Prefixes, Meanings, and Examples- Have students copy the chart.

Slide 5. Activity - Prefixes-Select the correct True or False response.

Slide 6. What is a Suffix?-Discuss the term suffix. Discuss the examples.

Slide 7. List of English Suffixes, Meanings, and Examples- Have students copy the chart.

Slide 8. Suffixes for Comparing Things: -er and -est-Have students to copy the examples on this slide.

Slide 9. Activity - Suffixes- Students choose the correct answer choice.

Slide 11. Lesson Vocabulary Words-Review the lesson vocabulary terms.

Vocabulary:

Say the above vocabulary/terms carefully. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 9 (A) and slides 5 and 9 (B) as students work together.

(B) Slide 2 Video-Root words, Prefixes and Suffixes

Break – 10 Minutes

Supplemental: (30 minutes)

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-3. Teacher will display these activities (pages 1-3) on the screen and demonstrate each activity starting with video, vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Muhammad Ali

Page 2. Prefixes

Page 3. Suffixes

Additional Teacher Resources: N/A

Lesson Review: (5 minutes):

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 10 and Lesson (B) Slide 10 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do) (40 minutes):

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about identifying spelling using prefixes and suffixes. These responses can be typed into Teams Chatbox.

(A)

- Spelling is the process of putting letters together to form meaningful words.
- The letter "i" is placed before "e" when the letter "e" precedes the letter "c".
- The letter "i" is placed after "e" when the letter "e" follows the letter "c".
- A silent letter is a letter that must be included when you write the word even though you don't pronounce it.
- Add "s" or "es" to make singular noun plural except for the words that end with "y".
- Vowels are "a, e, i, o, u"; consonants are the letters other than vowels.
- Words that sound the same but have different spellings and meanings are called homophones.

(B)

- Prefixes are a group of letters added at the beginning of the word to give a new meaning.
- When the prefix is added to the root word, it changes the original meaning of the word.
- A suffix is a letter or group of letters added at the end of a word to give a new meaning.
- Root word is the main word to which prefixes or suffixes are added to give a new meaning.
- The suffixes *-er* and *-est* are used to compare two or more things.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 18

Topic/Lesson Title & Grade Results #: Punctuation, Punctuation-Ellipses-Lesson 18

(A) Punctuation (B) Punctuation-Ellipses

Objective(s): Students will

Lesson A

- Learn punctuation and its types.
- Identify the punctuation marks and its purpose.
- Demonstrate use of punctuation marks at the appropriate places.

Lesson B

- Improve understanding of ellipsis: what it is and how it is used.
- Put skills to the test--practice using the ellipsis to indicate omission.

Guiding Question(s): When is the appropriate time to use punctuation marks?

TN Curriculum Standard(s):

8.L.CSE.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

(A)

- **Clause:** It is a group of words containing a subject and verb which forms part of a sentence.
- **Comma:** Comma (,) is used to indicate a pause within a sentence.
- **Exclamation mark:** Exclamation mark (!) is used after a sentence expressing a strong emotion.
- **Independent clause:** A sentence with subject and predicate that stands alone to give a complete thought.
- **Period:** Period (.) is placed at the end of a declarative sentence.
- **Phrase:** A group of words which forms a part of a sentence.
- **Question mark:** Question mark (?) is used at the end of an interrogative sentence.
- **Semicolon:** Semicolon (;) is used to connect independent clauses that show a close relationship.
- **Series:** A list of three or more nouns, verbs, or adjectives.

(B)

- **Aposiopesis:** A figure of speech in which a sentence is intentionally left unfinished.
- **Citation:** A quotation from a book, paper, or author.
- **Ellipses:** The plural form of ellipsis.
- **Ellipsis:** A series of marks indicating the intentional omission of text.
- **Melancholy:** A mood of thoughtful sadness.
- **Omission:** To exclude or leave something out.
- **Period:** The punctuation mark at the end of a sentence.
- **Quotation:** Words taken from a text and repeated by someone other than the original author.

Attendance: Teacher Takes Attendance in Power School. (5 mins)

DO NOW: Journal Prompt

Describe a perfect day and tell how you would spend it. Give reasons why this would be the perfect day. **If time permits, allow a few students to share their thoughts.**

Lesson Introduction (I Do) (5 minutes):

Today's lesson requires that students identify punctuation marks and its types. Present the lesson slides to your students (*click view lesson*) to explain content for lessons (A) and (B). Lesson (A) must be displayed on the teacher's screen, teacher models thought process as well as verbally and visually ask questions for Lesson (A) (Slides 1-13) before proceeding to Lesson (B) (Slides 1-11). Complete all portions of Lesson (A) before proceeding to Lesson (B).

Lesson (A) Slides

Slide 1. Objectives Read the objectives aloud to the students.

Slide 2. Punctuation Have students copy the diagram.

Slide 3. Period (.) Use the punctuation rule of a period.

Slide 4. Comma (,) Use the punctuation rule of comma.

Slide 5. Comma (,) (contd...) Play the slide.

Slide 6. Comma (,) (contd...) Play the slide.

Slide 7. Comma (,) (contd...) Play the slide.

Slide 8. Semicolon (;) Have students copy the examples for semicolon.

Slide 9. Colon (:) Have students copy the examples for colon.

Slide 10. Question Mark (?) Have students copy the examples for question.

Slide 11. Activity Students select the correct multiple-choice response.

Slide 13. Lesson Vocabulary Words- Discuss the lesson vocabulary.

Lesson (B) Slides

Slide 1. Objectives- Read the objectives.

Slide 2. What is an Ellipsis? Discuss the definition of ellipses.

Slide 3. Using the Ellipsis to Show Omission- Note the examples.

Slide 4. Using the Ellipsis to Show Omission (contd...)-Note the examples.

Slide 5. Activity - Using the Ellipsis to Show Omission- Students choose the correct multiple-choice item.

Slide 6. Understanding the Ellipsis: Other Uses Play the slide. Note the examples.

Slide 7. Ellipses in the Newspaper- Play the slide. Note the examples.

Slide 8. Activity 1-Students choose the correct answers.

Slide 9. Activity 2-Students choose the correct answers.

Slide 11. Lesson Vocabulary Words- Discuss the lesson vocabulary.

Vocabulary:

Say the above vocabulary/terms carefully that are in Lesson (A) Slide 13 and Lesson (B) Slide 11. Pronunciation is critical to all students to make strong connections between written and spoken language. Write/display the words and their definitions. Use the words in sentences and context that are meaningful to the students. These words will resurface throughout lessons (A) and (B), allowing students to articulate their own example of the word in context.

Lesson Activities (We Do) (30 minutes):

As a whole group, complete the Practice Activities. Discuss. When checking for understanding, the teacher encourages students to use Chat or raise hand feature to ask for clarification/assistance on the lesson activities on slides 11 (A) and slides 5, 8 and 9 (B) as students work together.

Break – 10 Minutes

Supplemental: (30 minutes)

Teachers will present the supplemental section and have students do the various Flocabulary activities using pages 1-2. Teacher will display these activities (pages 1-2) on the screen and demonstrate each activity starting with video,

vocabulary card, and vocabulary game. Allow students to express their individual talents with the lyric lab activity by creating lyrics.

Flocabulary affords students an opportunity to visually understand concepts through video, vocabulary cards, vocabulary games, reading and lyric lab sections.

Page 1. Commas

Page 2. Colons and Semicolons

Additional Teacher Resources: N/A

Lesson Review: (5 mins.)

The instructor will use the Grade Results “Lesson Review”, Lesson (A) Slide 12 and Lesson (B) Slide 10 to provide a brief review of the day’s lesson and address any misconceptions that students may have.

Independent Work – Posttest (They Do): (40 mins.)

Complete the Post Test. This will be the student’s daily grade. Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 mins.)

Now that students have reached the end of their lesson, they should be able to explain how (instructor reads the bullet points to class). After reading, have students formulate one take away (like a ticket out the door) stating what they’ve learned about identifying punctuation marks and its types. These responses can be typed into Teams Chatbox.

(A)

- Punctuation marks are symbols that indicate the structure and organization of written language, as well as the intonation and pauses to be observed when reading aloud.
- The following are the principal punctuation marks:
 1. Period - marks the end of a declarative or an imperative sentence.
 2. Comma - it is like a pause within the sentence.
 3. Semicolon - used to separate two parts of a sentence that are closely related.
 4. Colon - used after a word introducing a quotation, an explanation, an example, or a series.
 5. Question mark - mostly placed after the interrogative sentences.
 6. Exclamation mark - used to denote strong emotions.

(B)

- An ellipsis is a series of marks indicating the intentional omission of text.
- If you are omitting text from before the excerpt, precede the text with an ellipsis.
- To omit text from the middle of an excerpt, simply replace the text with an ellipsis.
- Aposiopesis is a sentence that uses ellipses at the end and trails off.
- Occasionally, the ellipsis is used to indicate a pause in speaking.

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 19

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance: Teacher Takes Attendance in Power School. (5 mins)

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-Test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with.

Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- **Validate all Post-Tests are completed.**
- **Update and resolve any discrepancies in Parent Contact Logs and Commutations notes.**
- **Validate all supporting documentations for Special education and ESL Students.**
- **Validate student's home address.**

Closing/Wrap Up: Exit Ticket/Reflection

Summer School Lesson Plan

Subject/Grade: English Language Arts/8th

Day: 20

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock. Teachers can unlock the test so students can retake the test.
- Students can retake the final Post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance: Teacher Takes Attendance in Power School.

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes.

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- Validate all Post-Tests are completed.
- Update and resolve any discrepancies in Parent Contact Logs and Commutations notes.
- Validate all supporting documentations for Special education and ESL Students.
- Validate student's home address.

Closing/Wrap Up: Reflection