

Teacher: 8th grade teacher	Date(s): approximately 1 day
Grade Level or Course: English 8	Content or Unit: <i>The Candy Man</i> - Sample lesson

STAGE 1: Desired Results ~ What will students be learning?										
SOL/Learning Objective	<p><b>8.4</b> The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</p> <p>b) Use context, structure and connotations to determine meaning and differentiate among multiple meanings of words and phrases.</p>	<ul style="list-style-type: none"> <li>use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>								
	<p><b>8.6</b> The student will read, comprehend, and analyze a variety of nonfiction texts.</p> <p>b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.</p> <p>j) Identify cause and effect relationships.</p>	<ul style="list-style-type: none"> <li>give evidence from the text to support conclusions.</li> <li>comprehend and record details and/or facts in order to arrive at a conclusion, inference, or generalization.</li> </ul>								
Essential Questions & Understandings/Big Ideas	<ul style="list-style-type: none"> <li>We will read a passage and use inferencing and cause and effect to help us comprehend the passage by taking notes in our interactive notebook and annotating the text.</li> <li>We will learn new words by drawing graphic representations of the key words and reading the words in context.</li> </ul>									
Key Vocabulary	<table> <tr> <td>benevolent</td> <td>deprived</td> <td>synonym</td> </tr> <tr> <td>ferrying</td> <td>shambles</td> <td>cause/effect</td> </tr> <tr> <td>resolved</td> <td></td> <td>inference</td> </tr> </table>	benevolent	deprived	synonym	ferrying	shambles	cause/effect	resolved		inference
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STAGE 2: Assessment Evidence ~ What is evidence of mastery?										
Assessment Part 1	<p><b>Assessment Question:</b> Choose all of the correct answers: Plato's attitude toward the lost city of Atlantis in this book is one of . . . admiration, approval, disregard, disdain</p> <p><b>Performance Task:</b> Students will need to be able to utilize background knowledge in order to make inferences</p>									
Possible misconceptions or learning gaps	<p>Remind students to use background knowledge and evidence from the text when making inferences by referring them to the notes in their interactive notebooks.</p> <p>Pre-teach difficult words and concepts in <i>The Candy Man</i>.</p> <p>- Reconstruction after WWII, communism, vocabulary above</p>									
STAGE 3: Learning Plan ~ What are the strategies and activities you plan to use?										
Snapshot / Warm-up Activity	<p>Question- Which is a benevolent act, returning lunch money to the person who dropped it or keeping it for yourself because you don't have any money for lunch today? Explain why. (This is a word that was discussed, the day before.)</p> <p>Benevolent is a word that can be used to describe the main character in <i>The Candy Man</i>. It is also a word that can be used in a writing assignment</p>									

	later this week.		
Instructional Strategies	Explain each strategy and provide notes to be used interactive notebooks.- Inferences, cause/effect relationships, close reading		
Teaching and Learning Activities	<p>1. Provide notes on how to make inferences. Ask the students to first make inferences using pictures. "What do you think is happening in the picture and why?" With a partner or small group, make an inference using a short passage (movie date night passage). What is happening and why do you think that is what is happening? Tell the students they will make inferences using longer passages later.</p> <p>2. Guided practice: <i>The Candy Man</i> article (Achieve 3000-880 Lexile) Discuss the meaning of a few keys words from the article (above). Ask students to write a definition in their own words and draw a graphic representation of the words in their interactive notebook.</p> <p>3. Conduct a close reading of the passage, and discuss and model how to find the cause/effect relationships in the passage by underlining the cause and circling the effect for the first page of the article. Independent practice: Ask the students to work independently to find the cause effect relationships for the second and third pages. Students will work with a partner to confirm their answers.</p>		
<b>Differentiation</b> <i>Partner and small groups</i> <i>Graphic representations</i> <i>Instructional level text</i>	<b>Higher Level Thinking</b> <i>Infer</i> <i>Cause/effect</i>	<b>Technology Use</b> <i>Achieve 3000 article</i>	<b>Connections to other subject areas and/or authentic applications</b> <i>article about a WWII event</i>
Checking for Understanding	<p>Check for the correct definition of an inference in the students' interactive notebook.</p> <p>Check for the correct underlined causes and circled effects in <i>The Candy Man</i>. (collect the papers after checking in class)</p> <p>Each student will read <i>The Candy Man</i> in Achieve 3000 at his or her instructional reading level tomorrow.</p>		
STAGE 4: Closure ~ What did the students master & what are they missing?			
Lesson Closure & Student Summarizing of their Learning	Exit ticket-Name one cause effect relationship in <i>The Candy Man</i> article.		
Assessment Part 2	<ul style="list-style-type: none"> <li>Check the annotations in <i>The Candy Man</i> article</li> </ul>		

Teacher Reflection / Effectiveness of Learning