

Cassie Gildert

**Class:** ELA

**Date:** April 25, 2017

**Lesson Focus or Topic:** Diary of a Young Girl/Greek and Latin Roots

**Grade Level:** 8

### **Common Core State Standards**

**CCSS.ELA-Literacy R.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**CCSS.ELA-Literacy W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy L.8.4a-b** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

### **Lesson Objectives**

- Students will summarize events in their novels.
- Students will explain their thoughts in relation to the novel.
- Students will find ways to relate their own lives to the experiences of characters in their novels.
- Students will recognize Greek and Latin roots in unknown words to figure out word meanings.
- Students will recall familiar words that come from Greek and Latin roots
- Students will understand how to use context clues to figure out word meanings

### **Behavior Objectives/Learning Outcomes for Students**

- Students will work in groups toward a common goal.
- Students will use previously learned knowledge to help with current assignments.
- Students will find ways to relate to real people from history.

- Students will listen respectfully to the teacher and classmates.

### **Instructional Procedures (Methodology)**

I will use the first part of class to focus on *The Diary of a Young Girl*. We will watch a small clip from the movie. We will then move into a class discussion about the novel, followed by a writing assignment. For the second part of class, students will begin a new unit on Greek and Latin roots.

### **Sequence of Events**

- I will use the first 10 minutes of class to show a part of *The Diary of a Young Girl* movie to help the students picture what Anne is going through. We will briefly discuss the movie clip.
- We will discuss how hard it would be to live in a confined space with 7 other people. I will ask students how they would find ways to cope with this, building off a previous lesson.
- We will discuss why Anne wrote about these things in her diary. What was the purpose? Did she want it to be read? What did she hope to accomplish by sharing her experiences?
- I will ask students to recall a time they were stuck inside for an extended period of time due to a storm, power outage, or some other circumstance.
- Students will share with one another how they passed their time.
- Students will complete a writing prompt. I will ask them to think about what they would do to pass the time if they were in Anne's position. What are some things they would do to pass the time? Would it involve other people or be done on their own? How would they feel? Would they go stir crazy? When they are done, they should draw a picture.
- For the second part of class, I will give the students their new roots for the week. They will work in groups to list words they have heard before that have these roots.
- I will show students some examples of words that have these roots. I will also write down words that students came up with.
- After listing words, students will spend the remainder of class working to complete a fill-in-the-blank activity using their root words.

### **Materials/Equipment Needed:**

- Laptop
- Anne Frank movie
- Anne Frank novels
- Greek and Latin Root cards
- Vocabulary examples
- Vocabulary assignment

**Assessment**

- Class discussions
- Writing Prompts
- Vocabulary worksheets

**Differentiated Instruction**

Students on IEPs or who have difficulties with content will be paired with other students for class discussions. I will use visuals and other methods of teaching whenever possible. I will check for clarification and reteach when necessary. These students will also have reduced words for vocabulary assessments.