

Joseph Casan
10/17/2018
8th Grade ELA

Paul River Central Middle School

DOMAIN I: PLANNING AND PREPARATION

Indicator 1: Objectives

Mississippi College Career and Readiness Standards for ELA:

- a. **RI.8.4**--Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- b. **W.8.1**--Write arguments to support claims with clear reasons and relevant evidence.
- c. **L.8.1a**--Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Mississippi College Career and Readiness Standards for Science:

L.8.4B Students will demonstrate an understanding of how similarities and differences among living and extinct species provide evidence that changes have occurred in organisms over time and that similarity of characteristics provides evidence of common ancestry.

Specific Learning Objectives: (SLOs)

1. TSW Analyze the impact on a text of an author's use of technical meanings. (Analyzing)
2. TSW ~~plan to~~ Write an argumentative writing piece to support a claim based on information presented. (Evaluating)
3. TSW Explain the function of verbals in sentences. (Comprehending)

Materials/Supplies

- Bellwork:
 - Bellringer folder with language standard work.
- Differentiated lexile-level versions of a reading passage.
- Digital Writing Structure
- Second passage
- Thesaurus to find other words that are similar.

Indicators 2-6: Lesson Outline

Bellwork:

TSW grab their bellringer folder as they enter the classroom and begin working on the language work for the day.

Set:

After the students have finished their bellringer and the teacher has gone over the answers with the class, TTW prepare the students for the lesson by setting out a pumpkin, telling the class

“Today we are going to talk more about the impact of word choice, as well as supporting argumentative claims. To help us with this, I went and bought this pumpkin from Claiborne Hill yesterday evening.”

and asking these questions:

- *Would you consider this to be a large pumpkin?*
- *What makes pumpkins grow so large in comparison to other fruits?*
- *What do you think it takes to grow a 3,000 lb record setting pumpkin?*

Teach to the Standards:

1. TTW begin by handing out the lyrics to “This is Halloween” from the Tim Burton film *A Nightmare Before Christmas* with all of the strong connotative/figurative words changed to either less connotative, more technical, or literal words.
2. TTW play the clip from the movie with the song in it so the students can see.
3. TTW instruct the students to read the lyrics of the revised version as the song plays in the background a second time with no video.
4. TSW read the revised lyrics.
5. TTW ask the students what impact changing the words has on the text.
6. TSW share what impacts they believe that the word choice has on the overall tone and meaning of the text.
7. TTW hand out differentiated lexile-level passages for the students to read about growing giant pumpkins.
8. TSW read the passage on their level and answer the questions that follow.
9. TTW ask the students to make predictions of what causes these pumpkins to grow so large.
10. TSW write these predictions on their papers.
11. TTW give the class a passage on the growth of pumpkins and ask them to look up synonyms for the bolded words in a thesaurus.
12. TSW work in pairs to read the passage and write words below the bolded words to replace them as they find them in the thesaurus.
13. TTW ask the students to share their replacement words and to analyze the different impacts these word choices have on the text.
14. TSW share the words and their impacts
15. TTW display a writing prompt on the board and instruct students to break down the prompt and create a writing structure from the prompt to plan an argumentative essay.
16. TTW direct the students to the Writing Structure in Google Classroom.
17. TSW Break down the prompt using a Brace Map and then transfer this information over to a Writing Structure.
18. The students will fill in their digital writing structures in Google Classroom

Closure:

TTW bring the lesson to a close by telling students how important word choice is: Beyond the author's craft, beyond constructing good arguments, choosing words that are appropriate is a vital life skill to have.

Indicator 2: Diversity

Various strategies were used to facilitate comprehension for all learning types:

- Visual: Video of song to demonstrate word choice. Teacher modeling using graphic organizers (thinking maps).
- Auditory: Teacher explanation, teacher questioning
- Tactile: Student uses the thinking maps to physically break down the writing prompt and reconstruct it into a logical planning piece using the writing structure,

Differentiated Instruction:

General: Students who scored on grade level on their diagnostic test will be given a reading passage on grade lexile level.

Enrichment: Students who scored above grade level on their diagnostic will receive an advanced passage on the same topic.

Remediation: Students who scored below grade level will receive the general passage with more basic wordings on a lower lexile level. The prompt will be the same.

IEP: These students will be allowed to listen to an audio version of the passage and prompt.

Individual Accommodations (Averi Barnes): Student will receive the passage one paragraph at a time and be asked to analyze certain aspects one at a time as asked of in the prompt.

Indicator 3: Core Content from other subjects

- Reading Passage based on 8th Grade Science Standard L.8.4B
- Students read and analyze information to make claims based on how genetics play a role in the traits of giant pumpkins.

Indicator 4: Teaching Procedures

- Teacher uses introductions and conclusions to relate the content to the student's academic success as well as their local community.
- Procedures incorporate different strategies: cooperative learning when finding replacement words for the text, independent learning, teacher-guided learning, and discussion.

Indicator 5 : Planning Assessments:

- The timed essay functions as a pre-test of writing skill as well as a formative assessment of the student's revision skills after they have revised their writing.
- This lesson provides strong feedback and preparation for a summative assessment through future writing assignments.
- The student's scoring sheet functions as a formative assessment to gauge understanding as the teacher works the room and conferences with students.

- The teacher's scoring sheet provides a summative assessment of the student's skills and a means for formatively assessing their revision skills.

Indicator 6: Technology

- TTW use the smart panel to model breaking down a prompt and planning an essay.
 - TTW post screenshots of these in Google Classroom.
- Students will type their planning into a digital Writing Structure in Google Classroom.

DOMAIN II: ASSESSMENT:

Indicator 7: Communicating Criteria

- Teacher reads standards to be covered with class on Monday.
- Students copy the standards to be covered into their planners on Monday.
- Teacher directly explains the word choice assignment.
- Teacher discusses students' answers with them and provides feedback.
- Teacher goes over the prompt and expectations for writing arguments.
- Teacher will provide feedback directly in Google Classroom in the next 1-3 days.

Indicator 8: Formative/Summative Assessments

- Teacher informally assesses the students throughout the lesson.
- Teacher uses the planned essay as a formative assessment to guide instruction toward the Summative Assessment: the Argumentative Essay the students will write this term.

DOMAIN III: INSTRUCTION:

Indicators 9-19: will be observable in class.

DOMAIN IV: LEARNING ENVIRONMENT:

Indicator 20: will be observable in class.

Indicators 21: Student jobs:

1. Chromebook Manager (Passes Out and Takes Up Chromebooks)
2. File Organizer (Takes Up Student Work In File Folders)

Indicators 22-24: will be observable in class.

DOMAIN V: PROFESSIONAL RESPONSIBILITIES:

Indicator 25:

Communication with Parents:

- Remind messages are sent out weekly/daily to update parents on assignments, learning objectives.
- Student work and Feedback for work is available to view on Google Classroom upon being graded by teacher so that parents and students can access it at any time.
- Parents of students who are failing/consistently struggling are contacted via: 1. Email, then 2. Phone, then 3. Conference.
- Newsletters are sent home monthly
- Progress Reports go home once every two weeks

Professional Development:

- Language department meets as a whole for 45 minutes every Wednesday during our planning period.
- Grade 8 Language meets every Thursday to plan lessons/assessments during our planning period.
- Staff Meetings are held the second Tuesday of every month
- Grade Level Meetings are held the first Monday of every month

This Is Halloween -From The Nightmare Before Christmas

Lyrics by Tim Burton with Revisions by Joseph Goss

[SHADOW]

Boys and girls of every age

Wouldn't you like to see something out
of the ordinary?

[SIAMESE SHADOW]

Come with us and you will observe

This, our town of Halloween

[PUMPKIN PATCH CHORUS]

This is Halloween, this is Halloween

Pumpkins loudly shout in the dead of
night

[GHOSTS]

This is Halloween, everybody do
something to catch the attention of
others.

Trick or treat till the neighbors are very
frightened

It's our town, everybody shout

In this town of Halloween

[CREATURE UNDER THE BED]

I am the one hiding under your bed

Sharp teeth and red eyes

[MAN UNDER THE STAIRS]

I am the one hiding under yours stairs

Long Fingers and spiders in my hair

[CORPSE CHORUS]

This is Halloween, this is Halloween

[VAMPIRES]

Halloween! Halloween! Halloween!

Halloween!

In this town we call home

Everyone hail to the pumpkin song

[MAYOR]

In this town, don't we love it now?

Everybody's waiting for the next surprise

[CORPSE CHORUS]

Round that corner, man hiding in the
trash can

Something's waiting now to jump out,
and how you'll...

[HARLEQUIN DEMON,

WEREWOLF & MELTING MAN]

Loudly shout! This is Halloween

Red 'n' black, slimy green

[WEREWOLF]

Aren't you frightened?

[WITCHES]

Well, that's just fine

Say it once, say it twice

Take a chance and roll the dice

Ride with the moon late at night

[HANGING TREE]

Everybody scream, everybody scream

[HANGED MEN]

In our town of Halloween!

[CLOWN]

I am the clown with the removable face

Arriving and leaving instantaneously

[SECOND GHOUL]

I am the "who" when you call, "Who's
there?"

I am the wind blowing through your hair

[OOGIE BOOGIE SHADOW]

I am the shadow on the moon at night

I am in your nightmares.

[CORPSE CHORUS]

This is Halloween, this is Halloween

Halloween! Halloween! Halloween!

Halloween! Halloween! Halloween!

[CHILD CORPSE TRIO]

Tender lumpings everywhere

Life's no fun without a good scare

[PARENT CORPSES]

That's our job, but we're not mean

In our town of Halloween

[CORPSE CHORUS]

In this town

[MAYOR]

Don't we love it now?

Everybody's waiting for the next surprise

[CORPSE CHORUS]

Skeleton Jack might catch you in the
back And shout in a frightened manner.

Make you jump out of your skin

This is Halloween, everyone loudly

shout! Wont' ya please make way for a
very special guy

Our man jack is King of the Pumpkin
patch

Everyone hail to the Pumpkin King

[EVERYONE]

This is Halloween, this is Halloween

Halloween! Halloween! Halloween!

Halloween!

[CORPSE CHILD TRIO]

In this town we call home

Everyone hail to the pumpkin song

[EVERYONE]

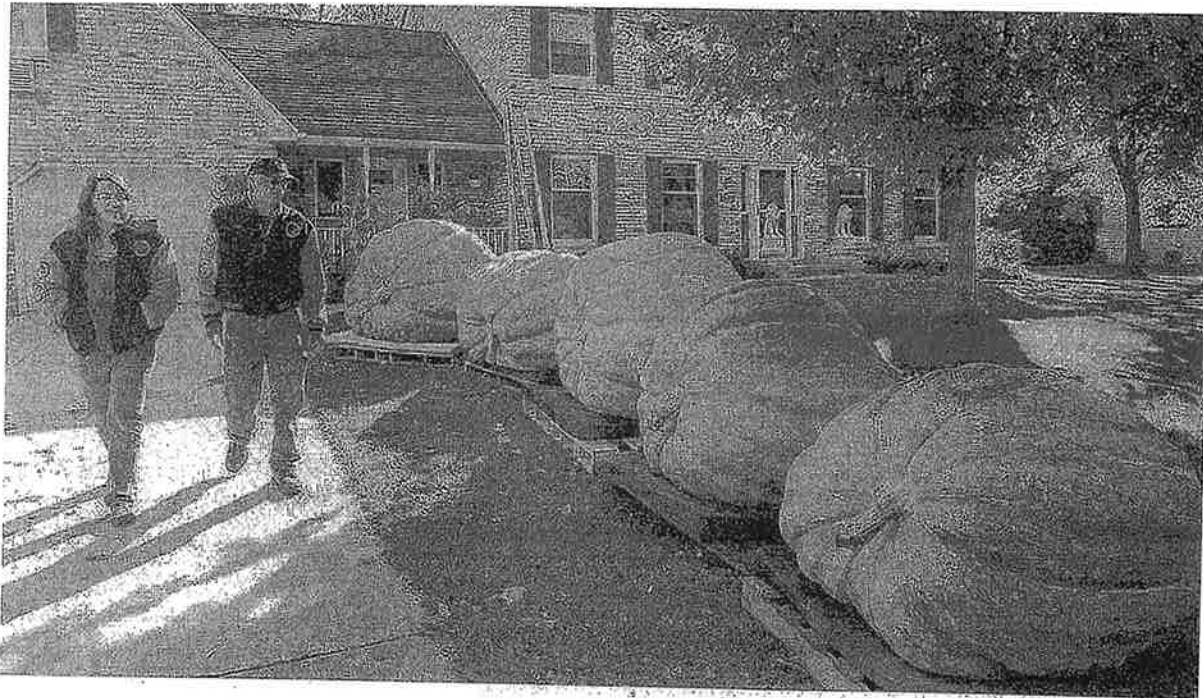
La la-la la, Halloween! Halloween!

[Repeat]

The great big pumpkin

By Milwaukee Journal Sentinel, adapted by Newsela staff on 10.26.14

Word Count 292 (430L)



Glen Martin, the president of Wisconsin Giant Pumpkin Growers, and his wife, Margaret, of Combined Locks, Wisconsin, walk down the line of giant pumpkins and squash in their front yard, Oct. 5, 2014. The largest of the pumpkins weighs 1,719 pounds and the largest of the giant squash weighs 1,103 pounds. Michael Sears/Milwaukee Journal Sentinel/MCT

COMBINED LOCKS, Wis. — Glen Martin's pumpkins are bigger than big. They are giant. Each pumpkin weighs more than 1,700 pounds. Glen puts them in his yard. He wants it to look nice for fall. People drive by and stare.

Glen runs a club called Wisconsin Giant Pumpkin Growers. It started 20 years ago. There were 14 members. They all said they could grow the biggest pumpkin.

Now the club has 120 members. The club has big pumpkin contests. They also teach people how to grow big pumpkins. They give them seeds. They answer their questions about growing pumpkins.

Pumpkin Plants Grow Fast

Giant pumpkins start with a seed. The seed has to come from a giant pumpkin. Regular pumpkin seeds will not work.

Pumpkin growers like to trade seeds. They want seeds from the biggest pumpkins.

Quiz

- 1 Why is Wisconsin a good place to grow pumpkins?
- (A) Giant seeds are only available there.
 - (B) It is the only place where giant pumpkins can grow.
 - (C) The weather is wet.
 - (D) There is a giant pumpkin club.

- 2 How big is the biggest pumpkin?
- (A) 1,103 pounds
 - (B) 1,700 pounds
 - (C) 1,709 pounds
 - (D) 2,096 pounds

- 3 Read the sentences from the passage below:

Giant pumpkins start with a seed. The seed has to come from a giant pumpkin. Regular pumpkin seeds will not work.

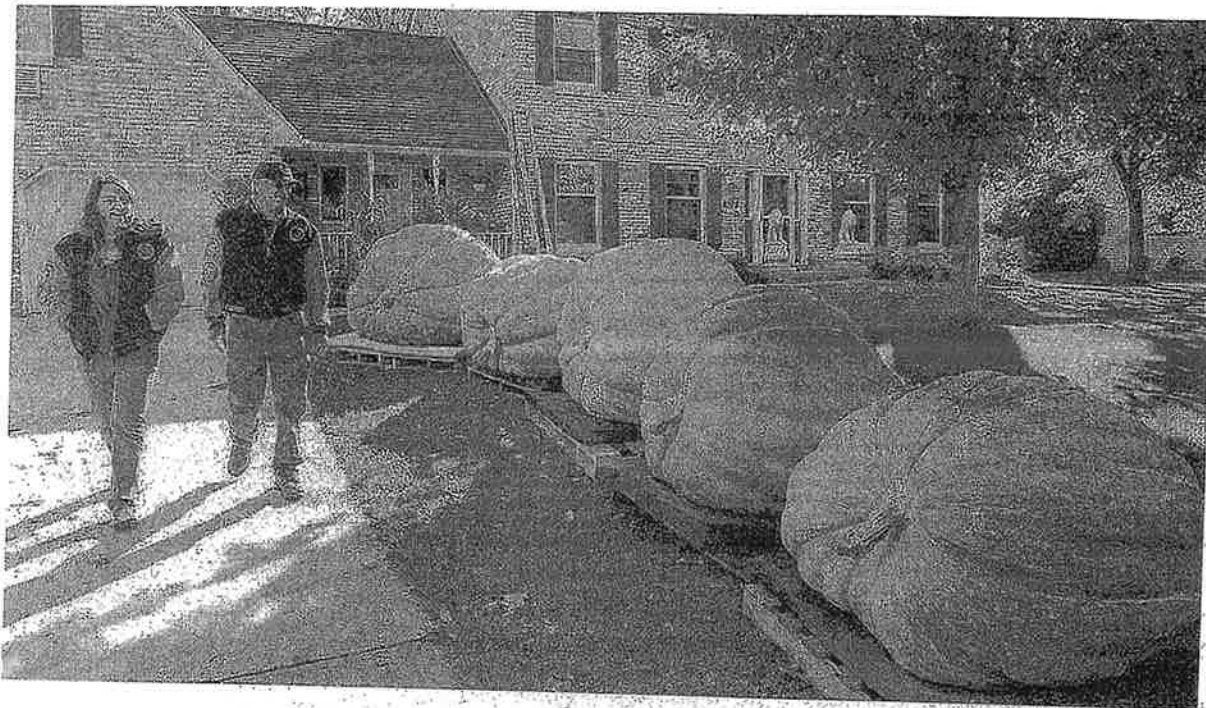
What does the word "regular" as used in the passage mean?

- (A) light
 - (B) heavy
 - (C) small-sized
 - (D) normal-sized
- 4 Which of the sentences BEST helps understand the meaning of the word "giant?"
- (A) Giant pumpkin plants grow fast.
 - (B) The pumpkin weighed 2,096 pounds.
 - (C) Glen Martin's pumpkins are bigger than big.
 - (D) They want seeds from the biggest pumpkins.

Giant pumpkins grow fast!

By Milwaukee Journal Sentinel, adapted by Newsela staff on 10.26.14

Word Count 435 (580L)



Glen Martin, the president of Wisconsin Giant Pumpkin Growers, and his wife, Margaret, of Combined Locks, Wisconsin, walk down the line of giant pumpkins and squash in their front yard, Oct. 5, 2014. The largest of the pumpkins weighs 1,719 pounds and the largest of the giant squash weighs 1,103 pounds. Michael Sears/Milwaukee Journal Sentinel/MCT

COMBINED LOCKS, Wis. — Glen Martin's pumpkins are huge. Gigantic even.

It's almost Halloween, so he put a couple of his pumpkins in his front yard. Strangers drive by and stare at them.

Martin's pumpkins weigh more than 1,700 pounds each.

Martin is president of Wisconsin Giant Pumpkin Growers. His group shares seeds and tips on growing the huge fruit. They have contests to see who can grow the biggest one.

Growing a giant pumpkin is like raising a cow, Martin said. Wisconsin is famous for raising milk cows.

"It's like taking care of a calf — you have to take care of it every day," Martin said.

Let's Start A Pumpkin Club

The pumpkin growers group began 20 years ago. It started with just 14 members. It began with a couple of guys bragging. Each thought they could grow the biggest pumpkin.

Quiz

- 1 Which of these things do the growers NOT do when they try and grow a large pumpkin?
- (A) leave only one flower to grow on the vine and remove all others
 - (B) grow the pumpkins inside their homes for the first three weeks
 - (C) treat the pumpkin plants with fertilizers
 - (D) give the plants a lot of water

- 2 If there was a pumpkin that weighed 3,000 pounds, which of these statements would be TRUE?
- (A) This pumpkin would be smaller than Goldman's pumpkin.
 - (B) This pumpkin would be as heavy as Martin's pumpkin.
 - (C) This pumpkin would not be as heavy as the pumpkin of the man from Switzerland.
 - (D) This pumpkin would be the biggest and heaviest pumpkin.

- 3 Read the sentences from the article.

Growing the biggest pumpkin can be a big deal. Growers win prize money and get to brag about it.

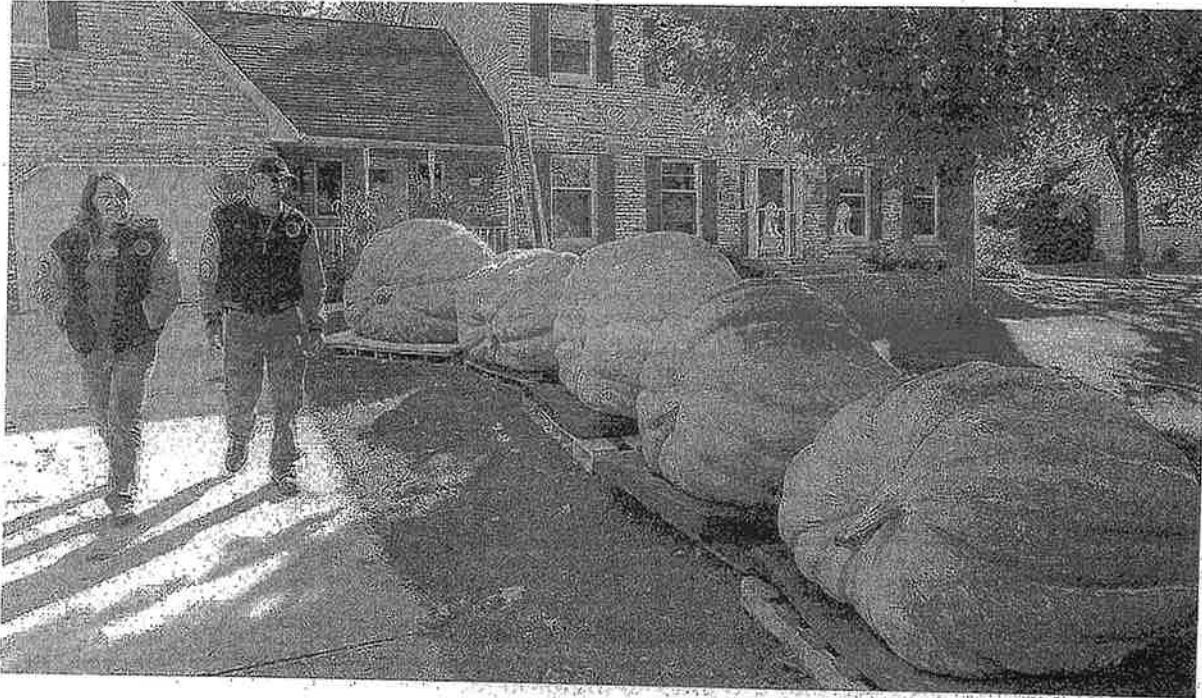
What does the word "brag" mean as used above?

- (A) discuss how difficult it is to grow the biggest pumpkins
 - (B) tell everyone proudly about growing the biggest pumpkin
 - (C) make fun of people who did not grow any pumpkins
 - (D) think about how to use the money to grow more pumpkins
- 4 What does Goldman mean when he says that growing a huge pumpkin "is not a simple thing."?
- (A) He means that many people do not know how to grow huge pumpkins.
 - (B) He means that growing a huge pumpkin takes a lot of time.
 - (C) He means that growing a huge pumpkin has many difficult steps.
 - (D) He means that growing a huge pumpkin is not a fun activity.

Giant pumpkins take over front yards

By Milwaukee Journal Sentinel, adapted by Newsela staff on 10.26.14.

Word Count 607 (780L)



Glen Martin, the president of Wisconsin Giant Pumpkin Growers, and his wife, Margaret, of Combined Locks, Wisconsin, walk down the line of giant pumpkins and squash in their front yard, Oct. 5, 2014. The largest of the pumpkins weighs 1,719 pounds and the largest of the giant squash weighs 1,103 pounds. Michael Sears/Milwaukee Journal Sentinel/MCT

COMBINED LOCKS, Wis. — Glen Martin's pumpkins are gigantic. They are so large that they seem like pumpkins from another planet.

It's nearly Halloween so his pumpkins are on display in his front yard. Strangers drive by just to stare at them. They are amazed.

Martin's pumpkins weigh more than 1,700 pounds each.

Martin is president of Wisconsin Giant Pumpkin Growers. His group shares tips on growing the huge fruit. They also enter their giant pumpkins into contests every fall.

Growing healthy pumpkins comes naturally in Wisconsin, Martin said. The state has a long history of raising milk cows.

"It's in our blood here. That comes from our dairy farming background in Wisconsin," he said. "It's like taking care of a calf — you have to take care of it every day."

The environment is also important, they found. Wisconsin has many lakes and is very wet. It is a perfect place to grow pumpkins.

Moving the pumpkins to contests is not easy. Growers must use a tractor and a special harness to get the pumpkin onto a truck. At the competition, a pumpkin cannot be broken, have holes, or be rotted.

Bringing the biggest pumpkin can mean prize money and bragging rights. But the growers say that's not why they do it.

They love to see the looks on people's faces when they see a giant pumpkin for the first time. Eyes open wide. Mouths drop.

"People think it's just absolutely amazing," Stevens said.

Quiz

- 1 The group Wisconsin Giant Pumpkin Growers is associated with all of the following EXCEPT:
- (A) sharing tips to grow giant pumpkins
 - (B) enter giant pumpkins in contests every year
 - (C) organizing free pumpkin-patch tours every year
 - (D) making money by selling the seeds of the largest pumpkin

- 2 Select the paragraph from the section "Grow Them Big, Move Them Out" that describes the conditions that must be fulfilled for a pumpkin to enter the contest.

- 3 Read the sentence from the article.

The pumpkin vines need room to spread, and of course, the giant pumpkins themselves need space.

Select the option that provides the correct meaning of the phrase "room to spread."

- (A) a place with four walls in a house or a building to grow pumpkin vines in
- (B) a place with four walls to allow the pumpkins to increase in numbers
- (C) some space to allow the pumpkin vines to expand or stretch out in
- (D) some space to store the big and fat pumpkins that grow on the vines

- 4 Read the sentence from the article.

Pumpkin growers must pay close attention to their plants.

Select the option which is opposite in meaning to the phrase "pay close attention" as used in the sentence.

- (A) to look at something carefully
- (B) to think that something is boring
- (C) to completely ignore something
- (D) to watch over or protect something

Giant Pumpkin Genetics- How it Affects your Fruit/How do you breed a 2,624-pound pumpkin?

By Mr. Joe Ailts & Ms. Kate Baggaley

When growing huge giant pumpkin, there are three factors that ultimately determine how big the pumpkin ultimately becomes:

1. The grower's experience and knowledge. There is no substitute for knowledge and experience.
2. Environmental factors - These are largely out of your control. Your knowledge and experience, can help alleviate problems caused by unfavorable environmental factors.
3. Pumpkin Genetics - DNA - This can be tricky, and at times, unpredictable.
A pumpkin plant produces female flowers, which contain ovules (eggs).

It also produces male flowers, which produce pollen (pollen). Reproduction in plants, like animals, involves the uniting of an egg and pollen to produce offspring. In the case of pumpkins, they produce seeds. Each pumpkin can produce many hundreds of seeds.

Each seed contains its own unique **genetic** code, which **dictates** all aspects of the future pumpkin's potential growth. This code is called DNA. DNA is organized into genes. An individual gene controls one specific **aspect** of the pumpkin. One or more genes work together to form a trait. Color, size, and shape are considered **traits**. Keep in mind, we are talking about its "potential".

Confused yet? Hopefully not, because it gets thicker yet. There are many variations to a gene, which are termed alleles. **Alleles** are what make us, and pumpkins, all unique. For example, green, orange, red and yellow are all separate **alleles** for the "color" gene in pumpkins.

When the pollen and the egg unite, they combine their DNA to form a complete seed. The pollen and the egg each contain one **allele** for every gene (there are thousands) in the pumpkin's **genome** (all of an **organism's traits**). When the two alleles combine, the plant has a way of deciding which of the two alleles will be used or "expressed". This is termed **dominance** and **recessiveness**. A pollen or an egg can contain either a **dominant** or a **recessive allele** for any gene, depending on what the parent plant originally gave it. A **dominant allele** will in effect shut off the **recessive allele**, thereby allowing the **dominant allele** to be expressed.

Color is a little easier to explain than size. Size is controlled by many alleles, which include **volumization**, cell number, cell size, growth rates, **metabolism** and a host of other factors. In pumpkins, orange color is a **dominant allele**, and green color is a **recessive allele**. If the egg contains the orange allele and the pollen contains the green allele, the

orange color will be expressed, because it has dominance over the recessive green allele. The only way to produce a green pumpkin is if both the egg and pollen contain the **recessive green allele**.

One final point to keep in mind is that the **genetics** of the pollen fertilizing the female flower have no effect on the growing pumpkin. The DNA contained within the pollen is passed on to the seed of the pumpkin. Therefore, the traits exhibited by a growing pumpkin are the direct result of the female's parents. When making a cross, you are actually preparing the genetics of the next generation of pumpkins!

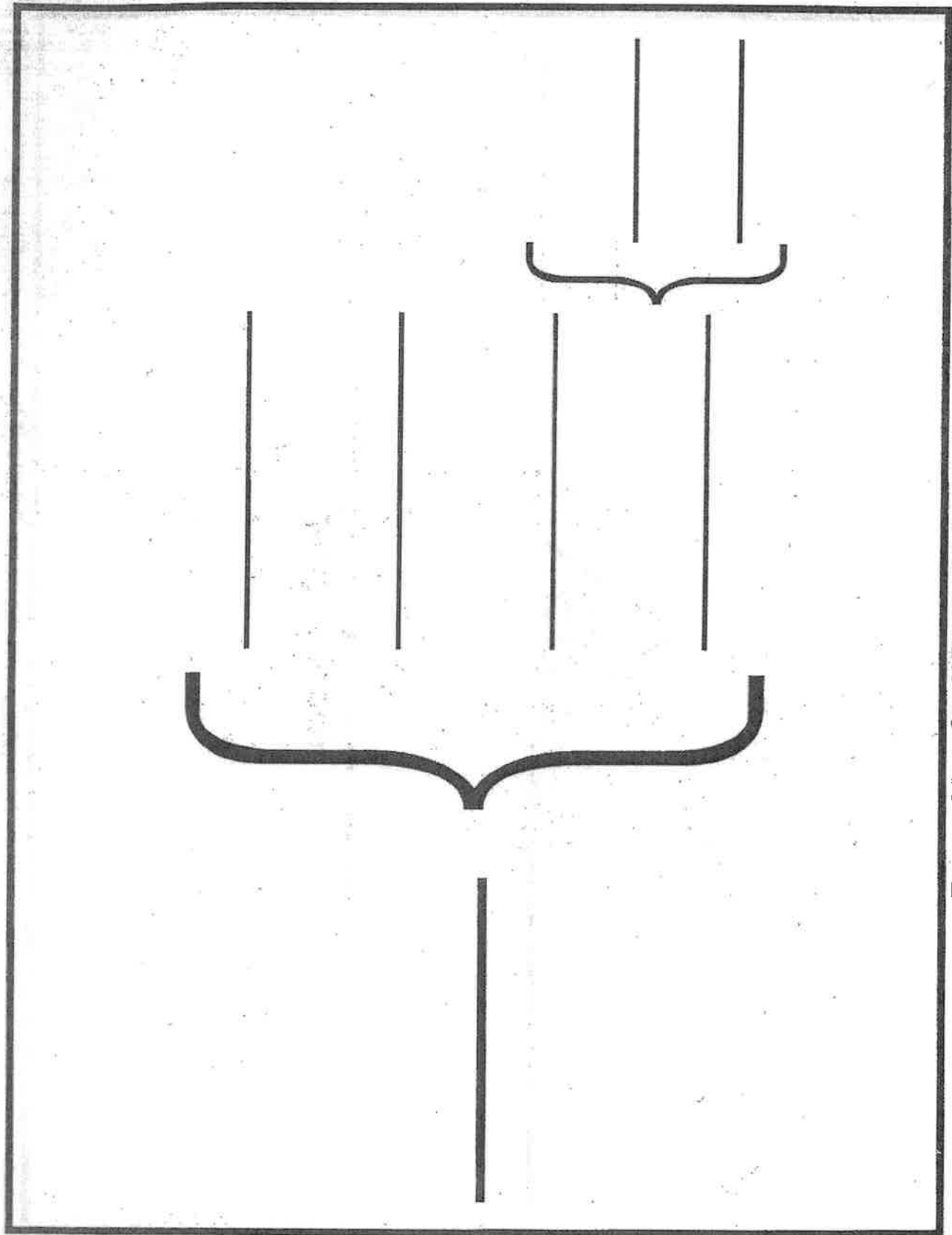
Record-breaking pumpkins, however, aren't the same type put on the doorstep for Halloween; they're a variety called Dill's Atlantic Giant. Over the years, people have bred these titanic pumpkins to produce increasingly large offspring. But not every pumpkin seedling has the same potential for greatness. It's possible that the winners have inborn advantages, such as larger **vascular** tissue. Or they might be able to grow faster than their competitors, resist pests, or draw more nutrients from the soil, Niklas says.

People use the seeds from these superior pumpkins to grow the next round of potential victors. Growers are attracted to pumpkins that seem extra thick or dense, says Andy Wolf, president of the New York State Giant Pumpkin Growers Association. A pumpkin's weight can be **estimated** from its height and **girth**; the most promising are heavier than these measurements would suggest. "If you have a pumpkin that's measuring 1,500 pounds for example, and it hits the scale and it's over 1,700 pounds, that catches people's attention," Wolf says.

Growers keep track of the **genetic lineage** of top-notch pumpkins—the family tree for some pumpkins goes back to the 1980s. "You're not going to get a seed from your local Lowe's store or your local greenhouse that's going to give you world-record potential," Snyder says. But it's not enough to select seeds with an **auspicious pedigree**. Growers must also guide every aspect of the pumpkin's **development**. "You can grow a 400 or 500 pound pumpkin with little effort," Snyder says. "But to get up to those weights of 1500 pounds plus, that requires a lot of dedication. People don't go on family vacations, and plan their workday around how they're going to handle their pumpkin plants."

So what does the future hold for giant pumpkins? "I think we will see 3,000 pounds," Snyder says. Along the way, growers will fine-tune their control over the pumpkins and their environment. Already, they can take samples of the plant's tissue from the leaf stalks or leaves and send them to labs for **analysis**. This tells them how much of various nutrients the plant is receiving so they can adjust their fertilizing schedule. In future, soil moisture probes will become more common, Snyder says. He expects to see people **manipulate** the plants' carbon dioxide levels as well.

Based on what you have read, what do you think is the probability of growing a 1,000lb. pumpkin in Picayune, Mississippi? If it is even possible, should pumpkins be genetically modified to grow this large? Is there any value to growing such a large fruit? Remember to back up your claims with strong evidence from the text as well as logical reasoning.



Brace Map for Whole-Part Relationship

