

**BUILDING
BLOCKS OF
EIGHTH
GRADE
READING**

SENTENCES, CLAUSES, AND PHRASES

date:

Objective(s):

Students will be able to differentiate between a clause and a phrase.
Students will be able to identify a clause in a sentence.
Students will be able to build a variety of clauses and apply them to a sentence.
Students will be able to identify and create a variety of sentences using different sentence types.

Warm Up:

Ask students to post in that chat what they know about phrases, clauses, and sentences. Discuss that there are a variety of sentence types that can be used to enhance and vary writing.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Begin by introducing types of sentence structures:
 - a. Simple sentence
 - b. Compound sentence
 - c. Complex sentence
 - d. Compound-complex sentence
 - e. Declarative sentence
 - f. Interrogative sentence
 - g. Imperative sentence
 - h. Exclamatory sentence
 - i. Passive sentence
 - j. Active sentence
2. As you introduce each type of sentence, make sure to break down the pieces that make each sentence structure unique and important to writing. This may require a review of some earlier concepts such as subject and predicate.
 - a. As you are working through these sentence types, make sure to use some polls to check for understanding and engagement.
3. Once you have gone through sentence types, introduce the terms phrase and clause.
 - a. Breakdown how these are used within writing and how they are similar and different.
 - b. Make sure to give examples of each.
4. Define a variety of clauses:
 - a. Independent clause (can stand alone as a sentence)
 - b. Dependent clause (cannot stand alone as a sentence)
 - c. Subordinate clause (introduces additional information and cannot stand alone)
 - d. Relative clause (provides information about a noun and begins with a relative pronoun)
5. Continue to give examples of the different types of clauses within writing and have students create their own clauses in the chat using the terms that we are discussing.

Closing (10 min):

Use polls to have students determine the types of clauses and sentence that are being shown.

ANALYSIS OF WRITING

date:

Objective(s):

Students will be able to read a passage cold and determine the author's purpose for writing, as well as the genre.

Students will be able to annotate a cold passage to deepen their understanding of the topic.

Students will be able to use examples of work by other authors to influence their writing style.

Warm Up:

Discuss the influence that a book or author can have on an individual. What kind of topics have struck the students in the past that have been particularly meaningful to them? How did this author go about making a piece that held meaning to them? What elements can an author include to keep their writing relevant and interesting to the student.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. List well known authors and the works that made them famous
 - a. Discuss different writing styles and how they used their style to capture their audience.
 - b. Are there any specific literary elements that they are well known for?
 - c. Take a few grade level/school appropriate passages from these authors and show students how you would analyze their writing
 - i. Show them how to write using annotations in the margins and where it is important to highlight and review.
 - ii. Discuss the importance of reading for meaning using literary techniques that authors put in.
 - iii. Why was their word choice important in this passage? How did it add to the writing?
2. Read through each of the passages and use the same questioning and techniques
3. Compare and contrast the styles of writing
 - a. Did any of the authors do a better job than another in any specific areas?
 - b. What styles would you want to copy from one of the authors when building your own piece?
4. Begin to show students how you will take the information from the notes to build your own piece of writing.
 - a. Show the logic that you use for picking a topic, genre, etc.

Closing (10 min):

Have the students post in the chat if there are any styles of writing that they feel particularly drawn to now. How will they use this in their future writing? How has this changed their way of reading?

CREATING PRESENTATIONS

date:

Objective(s):

Students will be able to select a multimedia modality to conduct a presentation.
Students will be able to distinguish why they chose a certain modality for their information.
Students will be able to paraphrase information from a cited source within their presentation.

Warm Up:

Have the students post in the chat where they get their information from. What do they learn from this? How often do they check it? What sources do these media outlet use to create their presentations an information.

Useful Links:

Instructional Time with Independent Practice (40 min)

1. Give examples of forms of multimedia presentations that professionals use to demonstrate the information that they are trying to share.
 - a. Slideshows
 - b. Videos
 - c. Animations
 - d. Interactive presentations
 - e. Podcasts
 - f. Virtual reality experiences
 - g. Augmented reality presentations
 - h. Webinars
 - i. Live streaming
 - j. Online courses
2. As you go through each form of presentation, highlights strengths and weaknesses of each and why a creator or author might choose one option over another.
3. Highlight how you would use different forms of media for a select topic.
 - a. Prior to the session, make sure you have a grade/school level appropriate topic selected for this purpose
4. Discuss with students how they would go about selecting a topic for presentation
 - a. Show them methods for organizing their thoughts, ideas, and research in a meaningful way that will allow them to select a modality that will help them present their ideas in the most effective way.

Closing (10 min):

Ask the students what topic they would like to learn more about and create a presentation for. What form of media would they choose to use and why?