**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

|  |  |
| --- | --- |
| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English II Pre-AP** |
| **Week of:****11/17 - 21** | **Unit Name:** **The Kite Runner, Gerunds** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):** **What are basic human rights?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of war in Iraq and Afghanistan** |
| **Common Core Standards****RL8.1 – Cite the textual evidence that most strongly supports…****RL8.2 – Determine a theme or central idea of a text and analyze…****RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…****RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…****W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Novel, Grammar materials****Students: Novel, grammar materials****\*\*TEST Friday – Vocabulary, Greek Roots, Rhetorical Strategies** |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?****Daily: Cold Call, Gerunds****This Week: Kite Runner** |

|  |  |
| --- | --- |
| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary Words and can use them in a meaningful two minute conversation with a peer.*****(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment: Discuss Ch. 7 -10. Read 11 -15 for Wed. – Prepare answers for Socratic Seminar.*****(1B)*Closing Activity: Practice identifying gerunds (doc reader)** |
| TUESDAY***(1C)* Learning Target: I understand the political tumult of Afghanistan and the US’s involvement. I can follow the timeline of politics and can develop a question to be discussed in a Socratic Dialogue.*****(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment: Discuss Amir and Hassan’s relationship; what is ironic about Amir’s actions in Ch. 7? I can cite three examples of foreshadowing in TKR thus far, and will explain their effectiveness in one paragraph.*****(1B)*Closing Activity: Pop quiz, Ch. 1 - 10** |
| WEDNESDAY***(1C)* Learning Target: I understand the UDHR (Universal Declaration of Human Rights). I can work with a partner to identify how the Taliban affected citizens’ human rights.*****(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment: completing the Human Rights violation assignment. Discussion about Taliban controlled Afghanistan.** ***(1B)*Closing Activity: Pop quiz, Ch. 11 - 15** |
| THURSDAY***(1C)* Learning Target: I understand the history of Afghanistan through Amir’s eyes and can discuss the feelings of him, Baba, and Rahim. I understand Amir’s and Hassan’s relationship*****(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment: 16 for Friday.*****(1B)*Closing Activity: Review Rhetorical Devices** |
| FRIDAY ***(1C)* Learning Target: I will pass my Test.*****(1C)* Do Now: Gerund practice** | (***1F)*Embedded Formative Assessment: TEST*****(1B)*Closing Activity: Review test questions** |
| **Vocabulary:****Fleeting****Aloof****Bleak****Impeccable****Nemesis****Implore****Harbor****oblivious****feign****nuance** |
| **Latin/Greek Roots:****Kinesis = movement kinetic, cinema, kinesis****Biblos = book Bible, bibliography, bibliophile** |
| **Literary Elements:****Asyndeton****Apposition****Ellipsis** |

|  |  |
| --- | --- |
| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-Designing student assessment | Formative Assessment includes, but is not limited to:Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment.  |