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

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

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| ***(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** | |

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| 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** | |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-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. |