**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:**  **10/6 – 10/10** | **Unit Name:**  **Lord of the Flies, Subject/Verb Agreement** |

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| ***(1A)\**Essential Question(s):**  How does dialogue propagate Theme development? | ***(1A/1B)* Connections (prior/future learning):**  Experience with bullying |
| **Common Core Standards:**  **RL8.1 – Cite textual evidence that strongly supports an analysis…**  **RL8.6 – Analyze how differences in points of view…create such effects as suspense or humor.**  **W8.1 – Write arguments to support claims with clear reasons and relevant evidence.**  **SL8.1 – Engage effectively in a range of collaborative discussions…**  **L8.1 – Demonstrate command of conventions..**  **L8.4 – Determine or clarify meaning of unknown and multiple-meaning words or phrases…** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: LOTF novel, grammar materials**  **Students: LOTF novel** |
| ***(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, Grammar, Discussion**  **This Week: LOTF Theme development**  \*Students will listen and learn from each other’s responses to Critical Questions, and will work in heterogeneous groups on thematic posters. | |

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| MONDAY **ACE: Answer,Cite Explain**  ***(1C)* Learning Target: a)** I can thoroughly address the Critical Thinking Questions from Ch. 6 – 8. **b)** I will discuss how quotations help develop and propagate the theme of Fear and Control, using TBE.  ***(1C)* Do Now:** Subject/Verb Agreement | (***1F)*Embedded Formative Assessment:** Fear thematic team poster. Questions due Wed.  ***(1B)*Closing Activity:** Each group will explain contribution to poster. |
| TUESDAY  ***(1C)* Learning Target:** I will develop a Civilization vs. Savagery thematic poster with my team. We will incorporate three examples from the text.  ***(1C)* Do Now:** S/V Agreement | (***1F)*Embedded Formative Assessment:** Group discussion; group activity.  ***(1B)*Closing Activity:** Monitoring of comprehension of Civilization vs. Savagery theme. |
| WEDNESDAY  ***(1C)* Learning Target: Carol in.** I will review the Literary Elements/Rhetorical Devices (on the whiteboard), and develop an example of each, in writing, with one partner, for a grade.  ***(1C)* Do Now:** Vocab., Chap 3/4 | (***1F)*Embedded Formative Assessment:** Rhetorical devices assignment – due at end of class or tomorrow.  ***(1B)*Closing Activity:** Progress check on assignment. |
| THURSDAY  ***(1C)* Learning Target: Carol in.** I understand how the themes are developing in LOTF. I will cite three quotations that propagates the development of Nature, and submit an essay Fri.  ***(1C)* Do Now:** Vocab., Chapt. 5-6 | (***1F)*Embedded Formative Assessment:** Nature assignment. Due at end of class or tomorrow.  ***(1B)*Closing Activity:** Vocab. Review for quiz tomorrow. |
| FRIDAY  ***(1C)* Learning Target: I** will pass my Vocab/Rhetorical Device Quiz.  ***(1C)* Do Now:** S/V practice | (***1F)*Embedded Formative Assessment:** Vocab/Rhetorical Device Quiz.  ***(1B)*Closing Activity:** Discussion about Civilization vs. Savagery theme. Everyone comments. |
| **Vocabulary: From LOTF**  Festooned  Opaque  Apex  Effigy  Incantation  Taut  Sinewy  Tacity  Impalpable  Tempest | |
| **Latin/Greek Roots:**  **Syn = with, together synthesis, symphony, synonym**  **Techne = Art, skill technology, technique, architect** | |
| **Rhetorical Strategies/Literary Elements:**  Anastrophe, Anadiplosis, euphemism, apophasis, anaphora, expletive, hyperbole, inductive reasoning, deductive reasoning, rhetoric, rhetorical question | |

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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. |