**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**FestoonedOpaqueApexEffigyIncantationTautSinewyTacityImpalpableTempest |
| **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 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.  |