**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:**  **10/20 – 10/24** | **Unit Name: LOTF Presentations = 3/day**  **The Old Man and the Sea** |

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| ***(1A)\**Essential Question(s):**  **“How does an author’s background and experiences influence his writing?”** Some literary pundits say Hemingway is known for writing with precision and form. Is it possible for an author to write *tough, terse prose, yet be creative*? | ***(1A/1B)* Connections (prior/future learning):**  **Prior knowledge of Mexico, Hemingway** |
| **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: Old Man and the Sea Novel, Grammar Materials**  **Students: Novel, Grammar materials** |
| ***(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, Parallelism**  **This Week: OM** | |

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| MONDAY  ***(1C)* Learning Target: I will read the Context handout about OM, and will address the question, “How do an author’s background and experiences influence his writing?”**  ***(1C)* Do Now: Record this week’s Vocabulary words and their meanings in my Do Now book.** | (***1F)*Embedded Formative Assessment: Reading, analyzing Context handout. Pgs. 1 - 18, answer Critical Thinking Questions, and be prepared for a Socratic Seminar Tues.**  ***(1B)*Closing Activity: Vocabulary work/ LOTF presentations.** |
| TUESDAY  ***(1C)* Learning Target: I will participate in a Seminar.**  ***(1C)* Do Now: Parallelism practice.** | (***1F)*Embedded Formative Assessment: Socratic Seminar practice. Read Pgs. 19 - 37. Address the questions**  ***(1B)*Closing Activity: Literary Elements Review/LOTF presentations.** |
| WEDNESDAY  ***(1C)* Learning Target: I will identify an emerging Theme in OM, and will cite a supporting quotation, in my Do Now book.**  ***(1C)* Do Now: I will share out an emerging theme.** | (***1F)*Embedded Formative Assessment: Theme identification. Read pgs. 38 – 54. Answer Critical Questions for Seminar tomorrow.**  ***(1B)*Closing Activity: LOTF presentations.** |
| THURSDAY  ***(1C)* Learning Target: I will address the Theme of Unity in a Socratic Seminar.**  ***(1C)* Do Now: Parallelism practice** | (***1F)*Embedded Formative Assessment: Begin reading pgs. 55 – 72 for Monday. Answer Critical Thinking Questions.**  ***(1B)*Closing Activity:** |
| FRIDAY  ***(1C)* Learning Target: I will analyze the quote, “He no longer…” (25) in my Do Now book, and will share out with the class.**  ***(1C)* Do Now: Parallelism practice** | (***1F)*Embedded Formative Assessment: Begin reading pgs. 55 – 72 for Monday. Answer Critical Thinking Questions.**  ***(1B)*Closing Activity: Begin Reading** |
| **Vocabulary:**  Corpulent  Collate  Precept  Aspirate  Curator  Obdurate  Circuitous  Flamboyant  Candor  albacore | |
| **Latin/Greek Roots:**  Dendron = tree dendrolite, rhododendron  Hypnos = sleep hypnosis, hypnophobia | |
| **Literary Elements:**  **Symbolism**  **Allegory** | |

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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. |