**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:**CorpulentCollatePreceptAspirateCuratorObdurateCircuitousFlamboyantCandoralbacore |
| **Latin/Greek Roots:**Dendron = tree dendrolite, rhododendronHypnos = sleep hypnosis, hypnophobia |
| **Literary Elements:****Symbolism****Allegory** |

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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.  |