**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:****10/27-31** | **Unit Name:** **The Old Man and the Sea** |

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| ***(1A)\**Essential Question(s):** **How does Hemingway’s background and experience affect his writing?** | ***(1A/1B)* Connections (prior/future learning):** **How does your own background affect your narrative writing?** |
| **Common Core Standards** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: OM, Grammar Materials****Students: OM 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****This Week: Old Man and the Sea** |

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| MONDAY***(1C)* Learning Target: I understand the Context of OM and can connect five text citations to the author’s background and experiences. I will write a five-paragraph essay citing these. Due Wednesday. Read through page 72.*****(1C)* Do Now: Participles** | (***1F)*Embedded Formative Assessment: Critical Thinking Questions Due today must be submitted.*****(1B)*Closing Activity: Five-minute discussion: Was Hemingway an optimist or a pessimist?** |
| TUESDAY***(1C)* Learning Target: I understand this Week’s Vocabulary Words. I will participate in the Socratic Seminar. I will participate in a discussion about the significance of Santiago’s hand cramp.*****(1C)* Do Now: Participle practice** | (***1F)*Embedded Formative Assessment: Participation in Socratic Seminar.** ***(1B)*Closing Activity: Five-minute discussion: Was Hemingway sexist?** |
| WEDNESDAY***(1C)* Learning Target: I understand how Hemingway’s Style contributes to character development. I will cite and explain five excerpts – actions or dialogue – that contribute to character development. Due Fri.*****(1C)* Do Now: Particples** | (***1F)*Embedded Formative Assessment: Five-paragraph essay due. Discussion about Hemingway’s background influence on his writing.*****(1B)*Closing Activity: Five-minute review of Style.** |
| THURSDAY***(1C)* Learning Target: I can visualize the setting of Old Man and will demonstrate this by sketching a meaningful symbol or scene. Read pags. 73 - 90*****(1C)* Do Now: Participles** | (***1F)*Embedded Formative Assessment: Sketch*****(1B)*Closing Activity: Five-minute discussion on meaningful scenes or symbols.** |
| FRIDAY ***(1C)* Learning Target: I will share my sketch with the class. I can demonstrate my choice of symbolism.*****(1C)* Do Now: Pop Quiz – through pg. 90** | (***1F)*Embedded Formative Assessment: Presentation of Symbols.*****(1B)*Closing Activity: Pop quiz** |
| **Vocabulary:****Oct. 27 – 31** **Coagulate****Canard****Innate****Equanimity****Salient****Ductile****Occlude****Bursar****Bedraggle****Rectitude****Interminable****Bodega****Fathom****Gunwale****iridescent** |
| **Latin/Greek Roots:****Skopeo = look at, inspect telescope, microscope****Astron – star astrology, astronomy, astroid** |
| **Literary Elements:****Allegory****Motif – recurring structures, contrasts, literary devices that can help to develop a text’s major themes.** |

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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.  |