**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 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. |