**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:**  **Nov. 10 - 14** | **Unit Name:**  **The Kite Runner/ Misplaced Modifiers/Rhetorical Devices** |

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| ***(1A)\**Essential Question(s):**  **Is TKR relevant today? How so? Consider Human Rights** | ***(1A/1B)* Connections (prior/future learning):**  **War in Afghanistan/Iraq** |
| **Common Core Standards**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: TKR Novel, Grammar materials**  **Students: 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? We will review the nuances of Rhetorical Devices, and discuss the chapters of the book. Background knowledge of Afghanistan will help comprehension of the novel, too.**  **Daily: Cold Call, Misplaced Modifiers/Rhetorical Devices**  **This Week: TKR** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary Words. I can recognize misplaced modifiers. I will identify and choose correctly phrased sentences in my Do Now book.**  ***(1C)* Do Now: Misplaced Modifiers practice** | (***1F)*Embedded Formative Assessment: Cold call Misplaced Modifiers**  ***(1B)*Closing Activity: Discuss background knowledge of Afghanistan** |
| TUESDAY  ***(1C)* Learning Target: I can define the Rhetorical Devices to date. I will find and share out examples of five of them.**  ***(1C)* Do Now: Misplaced Modifiers practice** | (***1F)*Embedded Formative Assessment: Sharing examples of Rhetorical Devices**  ***(1B)*Closing Activity: On a piece of scratch paper, write an example of incorrect and correct modifier usage. Cold call sharing out.** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the different ethnic groups of Afghanistan.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Sharing out information about one of the groups in Afghanistan. Read Chapter 1 – 4 (pgs. 1 – 34) by tomorrow.**  ***(1B)*Closing Activity: Fact about Afghanistan – war, people, Taliban,…** |
| THURSDAY  ***(1C)* Learning Target: I will identify the provinces of Afghanistan on a map. I can identify where the story takes place.**  ***(1C)* Do Now: Pop quiz over Ch. 1 - 4** | (***1F)*Embedded Formative Assessment: Map exercise participation.**  ***(1B)*Closing Activity: Pop Quiz over Chapters 1 - 4** |
| FRIDAY  ***(1C)* Learning Target: I will pass a quiz on the Rhetorical Devices.**  ***(1C)* Do Now: Misplaced modifiers practice** | (***1F)*Embedded Formative Assessment: Quiz**  ***(1B)*Closing Activity: Read Chapters 5 – 7 (35 – 79) for Monday.** |
| **Vocabulary:**  **Shard**  **Pelt**  **Affluent**  **Extravagant**  **Unscrupulous**  **Disdain**  **Blemish**  **Kinship**  **Unruly**  **Scoff** | |
| **Latin/Greek Roots:**  **Tropos = turning tropical, troposhere**  **Demos = the people, citizens demography, demonstrate, democracy** | |
| **Literary Elements:**  **Quiz on these Friday** | |

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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. |