**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:**  **11/3 – 11/7** | **Unit Name:**  **Old Man and the Sea** |

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| ***(1A)\**Essential Question(s):**  **Are depth of meaning and creativity integral parts of Hemingway’s style? How is luck significant in OM?** | ***(1A/1B)* Connections (prior/future learning):** |
| **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: Novel Grammar materials**  **Students: Novel, Grammar** |
| ***(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**  **This Week: Old Man and the Sea/Participles** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words. I will use them in correct sentences in my Do Now book.**  ***(1C)* Do Now: Cite an example of vivid figurative language, and explain why it is so vivid.** | (***1F)*Embedded Formative Assessment: Understanding Rhetorical Devices by finding examples in the newspaper. Assign Final.**  ***(1B)*Closing Activity: Cold call – Rhetorical Device definitions.** |
| TUESDAY  ***(1C)* Learning Target: I understand Hemingway’s Voice in OM. I will complete the writing exercise about it.**  ***(1C)* Do Now: Participles practice** | (***1F)*Embedded Formative Assessment: FINAL assigned.**  ***(1B)*Closing Activity: Share viewpoints on Voice.** |
| WEDNESDAY  ***(1C)* Learning Target: I can address the question, “Is success the result of good luck, and failure the result of bad luck?”**  ***(1C)* Do Now: Write an example of anastrophe, anadiplosis, and apophasis.** | (***1F)*Embedded Formative Assessment: Discuss Learning Target question.**  ***(1B)*Closing Activity: Cold Call – Rhetorical Devices** |
| THURSDAY  ***(1C)* Learning Target: I will use my time wisely toward completing my Final.**  ***(1C)* Do Now: Write and example of polysyndeton, anaphora, and expletive.** | (***1F)*Embedded Formative Assessment: Progress on Final.**  ***(1B)*Closing Activity: Cold call – Rhetorical Devices** |
| FRIDAY  ***(1C)* Learning Target: I will share my OM Project. I will pass my Vocabulary Quiz.**  ***(1C)* Do Now: Do you believe in luck?** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz.**  ***(1B)*Closing Activity: Share Projects.** |
| **Vocabulary:**  **Eclectic**  **Elucidate**  **Austere**  **Banal**  **Enmity**  **Demagogue**  **Diatribe**  **Gaff**  **Filament**  **Mako**  **Rapier**  **Cumulus** | |
| **Latin/Greek Roots:**  **Tropos = turning tropical, troposphere**  **Demos = the people, citizens democracy, demographics, demonstrate** | |
| **Literary Elements:**  **Climax**  **Ellipsis** | |

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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. |