**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:**  **April 6 - 10** | **Unit Name:**  **Short Story Unit** |

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| ***(1A)\**Essential Question(s):**  **How is a short story as effective as a novel?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of short stories, fairy tales** |
| **Common Core Standards**  **Common Core Standards**  **L.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn…**  **L.RL.9-10.3: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,…**  **L.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot develop the theme.**  **L.RL.9-10.4,5: Determine the meanings of words and phrases; analyze a particular point of view,…**  **L.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **L.RI.9-10.2: Determine a central idea of a text and analyze the development over the course…**  **L.RI.9-10.5-6: Analyze in detail how an author’s ideas or claims are developed; determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view…**  **L.RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid,…**  **L.W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  **10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, …**  **10.1b: Develop claims and counterclaims fairly, supplying evidence for each…**  **10.1c: Use words, phrases, clauses to link major sections of text, create cohesion, clarify relationships…**  **L.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately,…**  **10.2a: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions,…**  **10.2b,c,d: Develop the topic with well-chosen, relevant, and sufficient facts; use appropriate transitions and precise language,…**  **L.SL.9-10.1: Iniatie and participate effectively in a range of collaborative discussions,…**  **10.1a: Come to discussions prepared, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Short Story Unit; Novel**  **Students: Novel; copies of stories** |
| ***(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? Participating in discussion of questions**  **Daily: Cold Call – Literary Elements**  **This Week: The Yellow Wallpaper, Owl Creek Bridge, A Very Old Man With Enormous Wings** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocab. Words and Literary Elements. I will identify an example of the Literary Elements in the newspaper.**  ***(1C)* Do Now: What makes a horror story frightening?** | (***1F)*Embedded Formative Assessment: Read “The Yellow Wallpaper,” and answer critical questions**  ***(1B)*Closing Activity: Discuss “The Lottery”** |
| TUESDAY  ***(1C)* Learning Target: I understand the difference in the suspense and tone of “The Lottery” and “Cask of Amontillado” and will participate in a seminar.**  ***(1C)* Do Now: How does setting affect the tone of a story?** | (***1F)*Embedded Formative Assessment: Comparing the suspense and tone of two stories.**  ***(1B)*Closing Activity: Which story is most plausible and why?** |
| WEDNESDAY  ***(1C)* Learning Target: I understand how tone and attitude drive a plot and will participate in a discussion of that topic.**  ***(1C)* Do Now: How is POV effective in building plot?** | (***1F)*Embedded Formative Assessment: : Read “Occurrence at Owl Creek Bridge” and answer Critical Questions**  ***(1B)*Closing Activity: Discuss tone and attitude.** |
| THURSDAY  ***(1C)* Learning Target: I understand how one character can maintain a reader’s interest. I will participate in a discussion of movies with one character, such as “Castaway.”**  ***(1C)* Do Now: How does an author’s tone influence the reader?** | (***1F)*Embedded Formative Assessment: Seminar on Literary Elements of short stories**  ***(1B)*Closing Activity: Discuss pace of reading short stories.** |
| FRIDAY  ***(1C)* Learning Target: I will pass a quiz on Literary Elements.**  ***(1C)* Do Now: Pop Quiz – Identify Literary Elements** | (***1F)*Embedded Formative Assessment: Read “A Very Old Man..” and answer Critical Questions**  ***(1B)*Closing Activity: Which story do you like best and why?** |
| **Vocabulary:**  **Writhe**  **Contempt/contemptible**  **Swoon**  **Gossamer**  **Lucid**  **Pervade/pervasive**  **Reverberate**  **Ascertain**  **Remnant**  **Abyss/abysmal** | |
| **Latin/Greek Roots:**  **Akros = topmost, extreme, high point acropolis, acrobatics**  **Ana = along, up, through analysis, anatomy, anatomical** | |
| **Literary Elements:**  **Metonymy**  **Synecdoche**  **Anaphora**  **Asyndeton**  **Apophasis** | |

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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. |