**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 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.  |