**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. 2 – 6** | **Unit Name:**  **Lord of the Flies** |

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| ***(1A)\**Essential Question(s):**  **How does dialogue propagate Theme development?** | ***(1A/1B)* Connections (prior/future learning):**  **Experience with bullying** |
| ***(1A)* Common Core/State Standards:** | |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.** | ***(1D)* Resources/Materials:**  Teacher: LOTF Novel, Unit Plan  Students: LOTF 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? Group work, discussionn**  **Daily: Cold Call, Critical Thinking Questions**  **This Week: LOTF; Subject,Verb Agreement** | |

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| MONDAY  ***(1C)* Learning Target: I can address the Critical Thinking Question of the Day, in a timed essay.**  ***(1C)* Do Now: What is an emerging Theme in LOTF? Cite an example of evidence of this.** | (***1F)*Embedded Formative Assessment: FRQ**  ***(1B)*Closing Activity: Discuss the Theme** |
| TUESDAY  ***(1C)* Learning Target: I can address the Critical Thinking Question of the Day, in a timed essay.**  ***(1C)* Do Now: S/V Agreement** | (***1F)*Embedded Formative Assessment: FRQ**  ***(1B)*Closing Activity: I can discuss the boys’ relationships and personality characteristics.** |
| WEDNESDAY  ***(1C)* Learning Target: I will work on the Power Hierarchy Circle with my group. We will develop a Leader Poster and present it to the class.**  ***(1C)* Do Now: S/V Agreement** | (***1F)*Embedded Formative Assessment: Power Hierarchy Presentations.**  ***(1B)*Closing Activity: What are some symbols in LOTF?** |
| THURSDAY  ***(1C)* Learning Target: I can address the Crtical Thinking Question of the Day, in a timed essay.**  ***(1C)* Do Now: S/V Agreement** | (***1F)*Embedded Formative Assessment: FRQ**  ***(1B)*Closing Activity: What are some symbols in LOTF?** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz.**  ***(1C)* Do Now: S/V Agreement** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Discuss Dialogue in LOTF, and how it develops the theme.** |
| **Vocabulary**  **Apex**  **Effigy**  **Sinewy**  **Impalpable (palpate, palpitations)**  **Tempest**  **Perspicacity**  **Fervent**  **Besiege**  **Ephemeral**  **Altruism** | |
| **Latin/Greek Roots**  **Skopeo = look at, inspect microscope, telescope, periscope**  **Astron = star astrology, astronaut, astroid** | |
| **Literary Elements/Rhetorical Devices**  **Parable**  **Expletive**  **Ellipsis**  **Climax** | |

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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. |