**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:**  **Feb. 22 - 26** | **Unit Name:**  **The Kite Runner** |

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| ***(1A)\**Essential Question(s):**  **How is the theme of circularity reflected in the novel?** | ***(1A/1B)* Connections (prior/future learning):**  **Current events concerning Afghanistan** |
| ***(1A)* Common Core/State 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, …** | |
| ***(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:**  Novel, Youtube, Current Events |
| ***(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? Small and whole group discussions, peer- and self-editng**  **Daily: Cold-call, PARCC FRQ’s**  **This Week: TKR Final** | |

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| MONDAY  ***(1C)* Learning Target: I understand what has happened in Chapters 19, 20, 21. I will demonstrate this by responding to the Critical Thinking Question.**  ***(1C)* Do Now: Describe how your feelings about Amir have changed (if they have).** | (***1F)*Embedded Formative Assessment: FRQ due at end of class.**  ***(1B)*Closing Activity: Discuss Do Now**  **HW: Finish The Kite Runner** |
| TUESDAY  ***(1C)* Learning Target: I will work on my Final, and make progress on Essay #1.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Progress on Final**  ***(1B)*Closing Activity:**  **HW: ASSIGN FINAL – DUE 2/24** |
| WEDNESDAY  ***(1C)* Learning Target: I understand a theme of TKR. I will respond and defend my hypothesis about the main theme in a one page essay, with TBE. I will continue to work on my Final.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: One page essay; progress on final.**  ***(1B)*Closing Activity:** |
| THURSDAY  ***(1C)* Learning Target: I understand the author’s structure. I can defend Hosseini’s style in a one page essay, with TBE. I will continue to work on my Final.**  ***(1C)* Do Now: Review the trial of Amir characters; rank top three people you want to be.** | (***1F)*Embedded Formative Assessment: One page essay; progress on final.**  ***(1B)*Closing Activity: Review Vocab. Words – at tables** |
| FRIDAY  ***(1C)* Learning Target: I understand the meanings of the Vocab. Words. I will pass my quiz.**  ***(1C)* Do Now: Study for quiz for 5”.** | (***1F)*Embedded Formative Assessment: Vocab. quiz**  ***(1B)*Closing Activity: Scattergories (if time)** |
| **Vocabulary – Power Plus, The New SAT book**  **Elixir**  **Dessicated**  **Garrulous**  **Fetish**  **Scintillate**  **Lachrymose**  **Epitome**  **Languid**  **Libertine** | |
| **Latin/Greek Roots**  **Theos = god theology, monotheism, atheist, enthusiasm**  **Peri = around perimeter, periscope, period, peripheral** | |
| **Literary Elements/Rhetorical Devices – same as last week’s ten** | |

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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. |