**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:**  **Aug. 18 - 22** | **Unit Name:**  **Myths and Trickster Archetype/Grammar review – commas, comma splices** |

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| ***(1A)\**Essential Question(s):**  How do myths influence us today? | ***(1A/1B)* Connections (prior/future learning):**  Background knowledge of myths, legends, stories |
| **Common Core/ NM Content Standards:**  [CCSS.ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/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.  [CCSS.ELA-LITERACY.RL.9-10.3](http://www.corestandards.org/ELA-Literacy/RL/9-10/3/) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  [CCSS.ELA-LITERACY.RL.9-10.4](http://www.corestandards.org/ELA-Literacy/RL/9-10/4/) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  [CCSS.ELA-LITERACY.W.9-10.1.C](http://www.corestandards.org/ELA-Literacy/W/9-10/1/c/) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Textbook, Grammar transparencies**  **Students: Textbook, Do Now books** |
| ***(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:** DOL check – Cold Call  **This Week:** Trickster Archetype in African myths and the literary elements involved in myths**,** Review Grammar and understanding of humor, dramatic irony, etc. Peer tutoring: students offering students explanation in their own words | |

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| MONDAY  ***(1C)* Learning Target:** I can understand the complexities in *Tselane and the Giant*. I will answer the “Interpret” and “Evaluate” questions in the text and be prepared to discuss my answers in class.  ***(1C)* Do Now: Paragraph projected of comma errors.** | (***1F)*Embedded Formative Assessment: Vocabulary word definitions written in section of notebook.**  ***(1B)*Closing Activity: Cold call students to use word in sentence.** |
| TUESDAY  ***(1C)* Learning Target:** I can understand the complexities in *Ananzi’s Fishing Expedition*. I will answer the “Interpret’ and “Evaluate” questions in the text and be prepared to discuss my answers in class.  ***(1C)* Do Now: Doc. Reader: examine student example of comma spices** | (***1F)*Embedded Formative Assessment: Questions on Tselane. Discussion of Theme.**  ***(1B)*Closing Activity: Submit assignment.** |
| WEDNESDAY  ***(1C)* Learning Target:** I can understand the complexities in *Edju and the Two Friends*. I will answer the “Interpret” and “Evaluate” questions in the text and be prepared to discuss my answers in class.  ***(1C)* Do Now: Examine student example of comma errors** | (***1F)*Embedded Formative Assessment: Questions on Ananzi.**  ***(1B)*Closing Activity: Discuss Humor in class dialogue.** |
| THURSDAY  ***(1C)* Learning Target:** I can understand the complexities in *The Story of the Dress that Sang*. I will answer the “Interpret” and “Evaluate” questions in the text and be prepared to discuss my answers in class.  ***(1C)* Do Now: Examine student example of comma errors** | (***1F)*Embedded Formative Assessment: Questions on Edju.**  ***(1B)*Closing Activity: Discuss Dramatic Irony – Cold Call students to share thought.** |
| FRIDAY  ***(1C)* Learning Target:** I can understand the complexities in *Coyote Finishes His Work*. I will answer the “Interpret” and “Evaluate” questions in the text and be prepared to discuss my answers in class.  ***(1C)* Do Now: Quiz over commas** | (***1F)*Embedded Formative Assessment: Questions on Dress.**  ***(1B)*Closing Activity: What are final thoughts about first week of school??** |
| **Vocabulary:**  Cognizant  Perfidy  Interminable  Coherent  Resuscitate  Anagram  Demagogue  Vivisection  Notoriety  Fortify  **\*From *The Reading Teacher’s Word a Day*** | |
| **Latin/Greek Roots:**  Bios = life biology, biotic, antibiotics  Megas = big, large megalith, megalomaniac | |
| **Literary Elements:** | |

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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. |