**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. 25 – Aug. 29** | **Unit Name:**  **African Myths/Prepositions, Prepositional phrases** |

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| ***(1A)\**Essential Question(s):**  **Define a Trickster Archetype. What do we learn from it?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of myths, legends, and folktales** |
| **Common Core 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.  [CCSS.ELA-LITERACY.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/) 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 or purpose.  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Textbook, Rubrics**  **Students: Textbook** |
| ***(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: Cold Call, Discussion**  **This Week: Continue Myths’ assignments and seminars** | |

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| MONDAY  ***(1C)* Learning Target: I will use five Vocabulary words in meaningful sentences.**  ***(1C)* Do Now: Explain the type of irony in “Edju.” How is it effective?** | (***1F)*Embedded Formative Assessment: Questions from Myth; assign Myth Writing Rubric; due Friday**  ***(1B)*Closing Activity: Compare Myths: which is more impactful? Cold Call.** |
| TUESDAY  ***(1C)* Learning Target: I will participate in a seminar about “The Dress That Sang.”**  ***(1C)* Do Now: Prepositions in a paragraph** | (***1F)*Embedded Formative Assessment: Oral comprehension of types of Humor, time to work in class on Myth.**  ***(1B)*Closing Activity: Cold Call students to give examples of types of Humor.** |
| WEDNESDAY  ***(1C)* Learning Target: I will characterize Edju or Tselane, using the eight components of a character.**  ***(1C)* Do Now: Prepositional phrases** | (***1F)*Embedded Formative Assessment: Continue writing/illlustrating Myth.**  ***(1B)*Closing Activity: Pop Quiz on Literary Elements** |
| THURSDAY  ***(1C)* Learning Target: I will participate in a seminar about the role of a Speaker in a myth.**  ***(1C)* Do Now: Prepositions** | (***1F)*Embedded Formative Assessment: Oral discussion of “Coyote” and social norms**  ***(1B)*Closing Activity: Cold Call-Vocab word quiz** |
| FRIDAY  ***(1C)* Learning Target: I understand the nuances of “Ananzi.”**  ***(1C)* Do Now: Prepositions** | (***1F)*Embedded Formative Assessment: Vocabulary, Literary Element Quiz**  ***(1B)*Closing Activity: Formulate Exit Ticket: A sentence with two prepositional phrases in it.** |
| **Vocabulary: Same words as last week.** | |
| **Latin/Greek Roots: Same words as last week.** | |
| **Literary Elements: Same as last week, plus Anadiplosis and Euphemism** | |

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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. |