**The Academy for Technology & the Classics**

**Lesson Plan Template**

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 10th Pre-AP** |
| **Week of:**  **Feb. 3 - 7** | **Unit Name:**  **The Kite Runner/Grammar review** |

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| **Common Core/ NM Content Standards:**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |

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| **Essential Question(s):**  **How has Hosseini’s experiences influenced his writing?** | **Connections (prior learning/prior knowledge)**  Background knowledge of conflict in Afghanistan | |
| **Other considerations (modifications, accommodations, acceleration, etc.):** | **Resources/Materials**  **Teacher: Unit, Novel, Grammar transparencies**  **Students: Novel, Do Now books** | |
| **Assessment (How will you monitor progress and know students have successfully met outcomes?)**  **Daily**: DOL check – Cold Call    **This Week:** Review Grammar – Lie, Lay, Set/Sit  The Kite Runner  **Unit:** The Kite Runner | | |
| **Greek Roots**  Dia = through, between, across, apart diabolical, diagnosis. diagonal, diameter  Phobos = fear agoraphobis, toxikophobia, hydrophobia, | | |
| **Literary Elements**  Affect/effect/effectiveness = the emotional feelings evoked by a work  Angst = A German word meaning anxiety or dread, used to portray intense feelings, eg tension  Analepsis – a flashback | | |
| **Vocabulary**  Shard  Pelt  Affluent  Extravagant  Unscrupulous  Disdain  Blemish  Kinship  Unruly  Scoff  Fleeting  Aloof | | |
| **Time allotted** | | **Lesson activities for instructor and students** |
| MONDAY  Learning Target-  I understand this week’s Vocabulary words and can use five or more in a two minute conversation with a partner. | | Assignment(s) Due-  Review Grammar – lie/lay |
| TUESDAY  Learning Target-  I can see emerging Themes and Symbols in TKR.  I will demonstrate this by working with a partner, finding TBE for a Theme, making a depictive drawing, and sharing it with the class. | | Assignment(s) Due-  Posters - Theme |
| WEDNESDAY  Learning Target-  I comprehend the UDHR handout on human rights.  I will demonstrate this by identifying which UDHR right is violated by each of the Taliban’s prohibitive rules. My group will study our Case Study, in preparation for a human rights presentation. | | Assignment(s) Due-  Human Rights Abuse Handout, completed |
| THURSDAY  I can continue to work on my Case Study.  I will demonstrate this by producing answers to the Case Critical Questions. | | Assignment(s) Due-  Case Critical Questions, cont’d. |
| FRIDAY  Learning Target-  I can present my Case Study to the class. | | Assignment(s) Due-  Presentations, Case Studies |