**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English Regular and \*Honors** |
| **Week of:**  **Jan 18 – 22 MON: NO SCHOOL**  **JAN 20: Movie Day**  **JAN 21: Me out; Jamie Subs** | **Unit Name:**  *Animal Farm*  Grammar: Lie, Lay |

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| ***(1A)\**Essential Question(s):**  **What themes are emerging from Orwell’s book? Can you identify any allegories?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of structure of fairy tales; the Russian Revolution** |
| ***(1A)* Common Core/State Standards:**  [CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/RL/8/1/) Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. | |
| ***(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, Grammar presentations, Background information on Russian Revolution and on Orwell. Clarify meaning of *allegory.* |
| ***(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, PARCC Essay/Questions; explain answers**  **This Week: Animal Farm, Lie/lay** | |

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| MONDAY – NO SCHOOL  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| TUESDAY  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will demonstrate this by completing a Fray Template for two of them and sharing them with the class. I will offer a positive comment on the Of Mice and Men presentations today.**  ***(1C)* Do Now: than, then; they’re, their, there review; lie vs. lay – on Smartboard** | (***1F)*Embedded Formative Assessment: Positive commentaries; record, study Vocab words.**  ***(1B)*Closing Activity: Period 5;: Listen to Introduction and Preface of AF**  **HW: \*Read Preface and Introduction of Animal Farm** |
| WEDNESDAY – MOVIE DAY FOR PERIOD 2, 3  ***(1C)* Learning Target: Period 5: I will evaluate the Context of AF at tables; share out, and compare/contrast comments between tablemates; offer comment to class, especially about background knowledge.**  ***(1C)* Do Now: Lie, lay review** | (***1F)*Embedded Formative Assessment: Period 5: Relate how you feel about current political situation – write one paragraph Context of your own.**  ***(1B)*Closing Activity: Period 5: Read Preface and Intro of AF – HW if not finished** |
| THURSDAY – JAMIE IN FOR ME  ***(1C)* Learning Target: I will read and comprehend a PARCC essay, which focuses on interpreting and justifying the theme. I will demonstrate understanding by discussing my hypothesis with my tablemates for five minutes, and writing a one paragraph essay on the theme.**  ***(1C)* Do Now: Handout on Grammar** | (***1F)*Embedded Formative Assessment: Paragraph on PARCC essay theme.**  ***(1B)*Closing Activity:**  **HW: \* and Period 5: Read Ch. 1 of Animal Farm** |
| FRIDAY  ***(1C)* Learning Target: I will determine how Orwell’s background influenced Animal Farm. I will demonstrate depth of thinking by producing a one paragraph statement about my explanation, and sharing my assessment with the class.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Quiz on Ch. 1**  ***(1B)*Closing Activity: Begin construction of group poster on Commandments: “How could each of them be considered a vice?” (Each class has its own poster)**  **HW: Read Ch. 2, 3 for Monday** |
| **Vocabulary**  **Docile**  **Grotto**  **Lethargy (lethargic)**  **Repress**  **Usurp**  **Vacuous**  **Waver**  **Pompous**  **Feign**  **Frenzy**  **\*platitudes**  **\*tenacity (tenacious)** | |
| **Latin/Greek Roots**  **Facio/factum = do, make factory, manufacture, satisfy**  **Jungo/junctum = join, unite, connect joint, junction, conjunction** | |
| **Literary Elements/Rhetorical Devices**  **Denotation, Connotation (see whiteboard)** | |

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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. |