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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **Sept. 15 - 19** | **Unit Name:**  *Buried Onions*; Double Negatives |

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| ***(1A)\**Essential Question(s):**  Does Eddie’s environment affect his decisions? Does yours? | ***(1A/1B)* Connections (prior/future learning):**  Local cultural experience |
| Common Core Standards  R1 – Cite textual evidence to support an analysis of text..  R2 – Determine theme or central idea…  RI1 – Cite textual evidence that supports an analysis of [article]  W1 - …orient the reader by establishing content and point of view..  L1 – Demonstrate command of conventions of standard English grammar… |  |
| *(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc | *(1D)* Resources/Materials:  Teacher: Buried Onions, Double Negative Projections  Students: BO Novel |
| *(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? Discussion, completed assignments, participation, cold-call  Daily: Cold Call-Double Negatives and more Comma Splices  This Week: *Buried Onions* | |

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| MONDAY  ***(1C)* Learning Target:** I understand this week’s Vocabulary words. I will write complete, meaningful sentences in my Do Now book.  ***(1C)* Do Now:** Does your culture affect your decisions? | (***1F)*Embedded Formative Assessment:** Read preview of BO; Media Literacy Presentations  ***(1B)*Closing Activity:** Assign Chapter 1, BO |
| TUESDAY  ***(1C)* Learning Target:** I understand how to analyze and categorize given BO quotes. I will complete the assignment given.  ***(1C)* Do Now: Double Negatives practice** | (***1F)*Embedded Formative Assessment:** BO Quote Analysis assignment – in class. Continue Media Literacy Presentations. Assign Chapter 2.  ***(1B)*Closing Activity:** Begin discussing Eddie’s character |
| WEDNESDAY  ***(1C)* Learning Target:** I understand Interactive Quotations and will successfully complete my assignment.  ***(1C)* Do Now: Double Negatives practice** | (***1F)*Embedded Formative Assessment:** Quote Integration Activity.  ***(1B)*Closing Activity:** Cite character quotations in Do Now book |
| THURSDAY  ***(1C)* Learning Target:** I can identify five examples of figurative language in Chapter 1 and 2. I will share one with the class.  ***(1C)* Do Now:** Practice citation – non quote | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** Cite a non-quoted passage in Do Now book |
| FRIDAY  ***(1C)* Learning Target:** I will participate in a group analytical chart of Angel’s character.  ***(1C)* Do Now:** Give an example of how your cultural background has affected your behavior. | (***1F)*Embedded Formative Assessment:** Group chart  ***(1B)*Closing Activity:** Discuss personal actions |
| **Vocabulary:**  Gnaw  Cologne  Tilt  Scam  Babble  Trowel  Duplex  Mingle  Gawk  Barren  \*Loquacious  \*Ostentatious | |
| **Latin/Greek Roots:**  Mons = mount mountain, paramount  Sol = sun solar, solarium, parasol | |
| **Literary Elements:**  Point of view  Tone  Mood | |

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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. |