**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:****September 22 - 26** | **Unit Name:** **Buried Onions, Double Negatives** |

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| ***(1A)\**Essential Question(s):** **How much power and control does Eddie have over his own life? How much do you have over yours?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge growing up in S. Fe or elsewhere** |
| **Common Core Standards**RL8.1 – Cite textual evidence that most strongly supports an analysis of what the text says explicitly…L8.2 – Determine a theme or central idea of a text and analyze its development…RL8.4 – 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, …RL8.5 – Compare and contrast the structure of two or more texts and analyze how the differing…W.8.1.b – Support claim(s) with logical reasoning and relevant evidence, …W. 8.1.e – Provide concluding statement or section that ..supports the argument presented.SL8.1 – Engage effectively in a range of collaborative discussions...in groups… |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Buried Onions Unit, Grammar info****Students: B.O. 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?****Daily: Cold Call, monitoring group work, final group and indiv. products****This Week: Daily assignments, reading assignments****\*Ensure each partner in group comprehends topic; address each student randomly** |

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| MONDAY – Olga Rees in for me. ***(1C)* Learning Target: I recognize sentence fragments and comma splices. I will rewrite the incorrect paragraph correctly in my Do Now book.*****(1C)* Do Now: Comma splice, fragment practice – Do Now book** | (***1F)*Embedded Formative Assessment: Quote Analysis assignment – due today. Assign Chapter 2 and Chapter 2 Guided Reading assignment – reading due tomorrow; assignment due Wed.*****(1B)*Closing Activity: Share out quote explanations.** |
| TUESDAY***(1C)* Learning Target: I can define the type of figurative language each quote from yesterday’s assignment displays. I will share with the class.*****(1C)* Do Now: Double Negative practice.** | (***1F)*Embedded Formative Assessment: Discuss Chapter 2 figurative language.** ***(1B)*Closing Activity: Discussion on power over our lives.** |
| WEDNESDAY***(1C)* Learning Target: I understand more about Eddie and Angel’s Character. I will work on the Quote Integration Activity.** ***(1C)* Do Now: Double Negative practice** | (***1F)*Embedded Formative Assessment: Assign Chapter 3 for tomorrow. Discuss Guided Reading assignment.*****(1B)*Closing Activity:**  |
| THURSDAY***(1C)* Learning Target: I can analyze the quotation on the whiteboard. I will share my answer with the class.*****(1C)* Do Now: Double Negative practice** | (***1F)*Embedded Formative Assessment: “I felt like a deflated inner tube…” (31). Can you relate this statement to your own life or that of someone you know? Can you relate to Eddie? Express written thoughts in Do Now book; cold call students*****(1B)*Closing Activity: Pop quiz – Ch. 1 - 3** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary Quiz*****(1C)* Do Now: Double Negatives** | (***1F)*Embedded Formative Assessment: Assign Chapter 4 for Monday.*****(1B)*Closing Activity: Quiz** |
| **Vocabulary:****Amble****Braggart****Douse****Fissure****Gaudy****Grog****Hunker****Inaudible****Lanyard****Cataracts****\*expectorate = spit****\*eruct = burp** |
| **Latin/Greek Roots:****Trans = over, about, through transportation, transfer****Sonus = sound sonar, consonant** |
| **Literary Elements:****Mood** **Tone** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |