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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade Reg./Honors** |
| **Week of:**  **September 29 – October 3** | **Unit Name:**  **Buried Onions, Subject/Verb Agreement** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **How does Eddie’s environment affect his decision making? How does yours?** | ***(1A/1B)* Connections (prior/future learning):**  **Cultural background; peer pressure** |
| **Common Core 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.8.2](http://www.corestandards.org/ELA-Literacy/RL/8/2/) Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  [CCSS.ELA-LITERACY.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  [CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [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.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.**  **Honors – challenging vocabulary words** | ***(1D)* Resources/Materials:**  **Teacher: Buried Onions Novel, Grammar materials**  **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, Grammar practice  **This Week:** Buried Onions – Integrating Quotes, Supporting Thesis statements with TBE/ACE | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target:** I understand the meanings of this week’s Vocabulary Words. I will share an example of a sentence using one word with the class.  ***(1C)* Do Now:** Subject/Verb Agreement Practice | (***1F)*Embedded Formative Assessment:** Cold Call students for knowledge of Vocab. words  ***(1B)*Closing Activity:** Read B.O. – Chapter 4 for Tues. |
| TUESDAY  ***(1C)* Learning Target:** I understand Internal and External Conflict. I will explain what type of Conflict is affecting Eddie, and will support it with TBE.  ***(1C)* Do Now:** Subject/Verb Agreement Practice | (***1F)*Embedded Formative Assessment:** Pop Quiz, Chapter 1 - 4  ***(1B)*Closing Activity:** Add to group Character Analysis charts of Eddie and Angel, based on Chapter 4. Assign Chapter 5. |
| WEDNESDAY  ***(1C)* Learning Target:** I understand how minor characters add to the development of the protagonist. I will explain how Tia Dolores accomplishes this in a paragraph, with TBE. Assign POV Activity: Eddie’s Sadness and Anger.  ***(1C)* Do Now:** S/V Agreement Practice | (***1F)*Embedded Formative Assessment**: Student participation in learning target goal, and in paragraph.  ***(1B)*Closing Activity:** Discussion: would you be friends with Eddie? |
| THURSDAY  ***(1C)* Learning Target:** With a partner, I will discuss the symbolism of the onion metaphor. I will participate in a class discussion about it.  ***(1C)* Do Now:** S/V Agreement Practice | (***1F)*Embedded Formative Assessment:** Participation in symbolism activity.  ***(1B)*Closing Activity:** What is a symbol of your life? Short Discussion. |
| FRIDAY  ***(1C)* Learning Target:** POV assignment due – I will share my viewpoint with the class. I will share a quote I used to support my work.  ***(1C)* Do Now:** S/V Agreement | (***1F)*Embedded Formative Assessment:** POV assignment.  ***(1B)*Closing Activity:** Cold Call – Vocab words. |
| **Vocabulary:**  Jabber  Mill  Pummel  Redeem  Rummage  Sentry  Tattered  Straddle  Surge  Sludge  \*Spendthrift  \*Scavanger | |
| **Latin/Greek Roots:**  Plico/plicatum = fold pleat, replica, multiplication, duplicate  Liber = book library, libel, liberty | |
| **Literary Elements:**  Conflict Allegory  Symbolism | |

|  |  |
| --- | --- |
| \*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. |