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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Reg/Honors** |
| **Week of:**  **10/6 – 10/10** | **Unit Name:**  **Buried Onions, Dialogue/Quotations** |

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| ***(1A)\**Essential Question(s):**  How does the theme of loneliness emerge and develop? How do quotations, dialogue about onions develop Eddie’s Character development? Figurative Language exercise. | ***(1A/1B)* Connections (prior/future learning):**  Cultural background; experience with gangs, bullying |
| **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** | ***(1D)* Resources/Materials:**  **Teacher: Buried Onions novel, grammar materials**  **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?**  **Daily: Cold Call, grammar practice, Figurative Language**  **This Week: Theme development/quotation, dialogue in character development** | |

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| MONDAY  ***(1C)* Learning Target**: I understand this week’s Vocabulary  ***(1C)* Do Now: Pop Quiz Ch. 6** | (***1F)*Embedded Formative Assessment:** Participation in loneliness theme discussion.  ***(1B)*Closing Activity:** Review Vocab. Words. |
| TUESDAY  ***(1C)* Learning Target**: I can discuss how the theme of loneliness begins to develop. I will cite and explain some supporting evidence on a group poster, with one or two partners.  ***(1C)* Do Now:** Subject/Verb Agreement | (***1F)*Embedded Formative Assessment:** Participation on group poster.  ***(1B)*Closing Activity:** Prepare class for Wed. and Thurs. |
| WEDNESDAY – CAROL WARE IN FOR ME  ***(1C)* Learning Target:** I will begin the “Ultimate Guide to Eddie and the Onions” assignment. I can explain in a class discussion how “onion” quotes help me understand Eddie’s character.  ***(1C)* Do Now:** Subject/Verb Agreement | (***1F)*Embedded Formative Assessment:** Progress on assignment.  ***(1B)*Closing Activity:** Vocab. review |
| THURSDAY – CAROL WARE IN FOR ME  ***(1C)* Learning Target:** I will complete the “Onions” assignment. HONORS: I can cite five examples of FIGURATIVE LANGUAGE and explain which type of FL it is.  ***(1C)* Do Now:** Subject/Verb Agreement | (***1F)*Embedded Formative Assessment:** Onions assignment due. Citing Figurative Language.  ***(1B)*Closing Activity:** Vocab review for quiz. |
| FRIDAY  ***(1C)* Learning Target:** I will pass my Vocab. quiz  ***(1C)* Do Now:** Quiz | (***1F)*Embedded Formative Assessment:** Quiz  ***(1B)*Closing Activity:** |
| **Vocabulary:**  Quiver, 2  Wail, 2  Dank, 2  Lanky, 9  Sliver, 11  Pucker, 11  Maim, 60  Bellow, 57  Crescent, 63  Trudge, 95  \*crow  \*patron | |
| **Latin/Greek Roots:**  Caput/capitis = head capitol, decapitate, captive  Manus = hand manuscript, manual, manufacture | |
| **Literary Elements:**  Metaphor, simile, personification, alliteration, onomatopoeia, imagery (five senses) | |

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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. |