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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **10/20 – 23** | **Unit Name: Presentations of BO Projects\* 5/day this week.**  **Call of the Wild/Apostrophes** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **How can an author’s life inform and expand the understanding of a novel? What is Naturalism? What is Biological Criticism?** | ***(1A/1B)* Connections (prior/future learning):**  **Prior reading about dogs, dogsledding** |
| **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: Call of the Wild Novel/Grammar materials**  **Students: COTW 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/Participation in discussion of the Klondike Rush**  **This Week: Call of the Wild, Vocabulary emphasis** | |

|  |  |
| --- | --- |
| MONDAY \*\*English Regular will hear COTW read aloud, and will progress at an appropriate pace.  ***(1C)* Learning Target: I understand the meaning of this week’s Vocabulary words. After reading a summary about the Klondike Gold Rush, I can share a fact about it if called upon.**  ***(1C)* Do Now: Apostrophe practice** | (***1F)*Embedded Formative Assessment: Sharing a fact about the Klondike G.R.**  ***(1B)*Closing Activity: Presentations, BO – HW: Read Ch. 1** |
| TUESDAY  ***(1C)* Learning Target: I understand the 3rd person omniscient point of view and can answer, in my Do Now book, why COTW is written from Buck’s point of view.**  ***(1C)* Do Now: Pop Quiz, Ch. 1 \*\*Regular English is working on separate pace, depending on how reading/comprehension progresses.** | (***1F)*Embedded Formative Assessment: Ch. 1 Quiz**  ***(1B)*Closing Activity: Presentations, BO – HW: Draft Character Analysis of Buck.** |
| WEDNESDAY  ***(1C)* Learning Target: I can analyze the quote about Buck that my group is assigned. I will draw a group Character Analysis poster, with the quote and an explanation of it, about Buck, incorporating information I worked on last night.**  ***(1C)* Do Now: Apostrophe Practice** | (***1F)*Embedded Formative Assessment: Group Poster**  ***(1B)*Closing Activity: Presentations of BO, cont. – Read Ch. 2** |
| THURSDAY  ***(1C)* Learning Target: I will present my Character Analysis poster about Buck.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Pop Quiz, Ch. 2**  ***(1B)*Closing Activity: Presentations of BO, cont.** |
| FRIDAY  ***(1C)* Learning Target: I will read the projected quote, and address the questions pertaining to it, *to turn in.***  ***(1C)* Do Now: Apostrophe practice** | (***1F)*Embedded Formative Assessment: Analyzing quote.**  ***(1B)*Closing Activity: Presentations of BO, cont.** |
| **Vocabulary:**  **Same as last week** | |
| **Latin/Greek Roots:**  **Dico/dictum = speak, say dictate, predict, dictionary**  **Dorsum = back dorsal, endorse** | |
| **Literary Elements:**  **Symbol**  **Naturalism**  **Virtue**  **Vice**  **Commentary**  **3rd person omniscient POV** | |

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