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

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| **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** |

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| ***(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** |

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| 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** |

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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.  |