**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:**  **11/3 – 11/7** | **Unit Name:**  **Call of the Wild** |

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| ***(1A)\**Essential Question(s):**  **What does the song literally and metaphorically respresent? Ch. 3 Quote: “With the aurora borealis…” What does the “hairy man” symbolize?** | ***(1A/1B)* Connections (prior/future learning):** |
| **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:**  **Students:** |
| ***(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 – Misplaced Metaphors**  **This Week: Call of the Wild** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s vocabulary words and can use them in a complete sentence.**  ***(1C)* Do Now: Misplaced Metaphor practice** | (***1F)*Embedded Formative Assessment: Comprehension questions over Chapter 4.**  ***(1B)*Closing Activity: Pop Cold Call – Vocab words VOCAB QUIZ FRI.** |
| TUESDAY  ***(1C)* Learning Target: I understand the quote, “There is an ecstasy that marks the summit of life…” I will demonstrate this by analyzing it from the men’s and the dogs’ points of view, and sharing my viewpoint.**  ***(1C)* Do Now: Misplaced metaphors** | (***1F)*Embedded Formative Assessment: Discussion of quote. Read Ch. 5.**  ***(1B)*Closing Activity: Pop Cold Call – Vocab words** |
| WEDNESDAY  ***(1C)* Learning Target: I can identify an example of the types of Conflict in COW. I will cite and explain evidence of each in a three paragraph essay. Finish Ch. 5**  ***(1C)* Do Now: Misplaced Modifiers** | (***1F)*Embedded Formative Assessment: Conflict Essay**  ***(1B)*Closing Activity: Cold Call - Vocab.** |
| THURSDAY  ***(1C)* Learning Target: I understand Chapter 6. I will participate in a discussion about Thornton and Buck’s relationship.**  ***(1C)* Do Now: Misplaced modifiers** | (***1F)*Embedded Formative Assessment: Thornton’s character discussion.**  ***(1B)*Closing Activity: Cold Call – Vocab.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Quiz.**  ***(1C)* Do Now: Misplaced Modifiers Quiz** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz.**  ***(1B)*Closing Activity: Quiz** |
| **Vocabulary:**  **Same as last week.** | |
| **Latin/Greek Roots:**  **Pes/pedis = foot pedicure, pedal, pedestrian**  **Digitus – finger, inch, toe digital, digit, digitize** | |
| **Literary Elements:**  **Biological Criticism**  **Hero/Antihero (a hero lacking honor or courage – he is self-interested, weak, cowardly)** | |

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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. |