**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:****11/10 – 14** | **Unit Name:** **Call of the Wild/Quotations** |

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| ***(1A)\**Essential Question(s):** **What are major symbols in COW? One example is the song – what does it symbolize? How does the song function as a metaphor?** | ***(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: Novel, Grammar Materials****Students: Novel, Grammar Materials** |
| ***(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****This Week: COW** |

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| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will use them correctly in a sentence. I understand *anthropomorphism*. I will complete a worksheet on it.*****(1C)* Do Now: Quotations practice** | (***1F)*Embedded Formative Assessment: Anthropomorphism worksheet. Finish Chapter 6.*****(1B)*Closing Activity: Discuss examples of anthro…** |
| TUESDAY***(1C)* Learning Target: I understand figurative language. I will identify examples of f.l. from COW, and explain how they add to the plot of the novel.*****(1C)* Do Now: Quotations practice** | (***1F)*Embedded Formative Assessment: Figurative language worksheet.*****(1B)*Closing Activity: Cold call grammar practice.** |
| WEDNESDAY***(1C)* Learning Target: I understand how to write dialogue. I will work with a partner and write a scripted dialogue between us.** ***(1C)* Do Now: Grammar practice.** | (***1F)*Embedded Formative Assessment: Written dialogue with a partner. Finish Chapter 7 (end of book). Assign Final Essays, Project. DUE NEXT FRIDAY, 11/14*****(1B)*Closing Activity: Discuss ending of book.** |
| THURSDAY***(1C)* Learning Target: Work on point of view: write story from an animal’s point of view.*****(1C)* Do Now: Grammar practice.** | (***1F)*Embedded Formative Assessment: One-page story.*****(1B)*Closing Activity: Pop Quiz over book.** |
| FRIDAY ***(1C)* Learning Target: I can cite evidence, in a paragraph, of what ultimately becomes of Buck.*****(1C)* Do Now: Affect/Effect** | (***1F)*Embedded Formative Assessment: TBE of Buck’s fate.** ***(1B)*Closing Activity: Practice with Affect/Effect** |
| **Vocabulary:****Genial****Belligerent****Brute****Exploit****Contagion****Romp****Plethora****Impede****Wiley****Rash****Prestidigitate****Pompous** |
| **Latin/Greek Roots:****Pes/pedis = foot pedestal, pedicure, pedestrian****Digitus = finger, toe, inch digital, digit, prestidigitate**  |
| **Literary Elements:****Review for Quiz next week.** |

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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.  |