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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **11/17 - 21** | **Unit Name:**  **Call of the Wild Final, Project Assigned/Poems. Colon, Semicolon, Hyphen, Dash** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **How is 3rd Person Omniscient effective in COW?** | ***(1A/1B)* Connections (prior/future learning):**  **Previous dog stories** |
| **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, Final Essay/Project, Poem**  **Students: Novel, Final Rubric** |
| ***(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: Finish COW, Grammar, TEST: Vocabulary, Greek Roots, Rhetorical Strategies** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words and will formulate my own meaningful sentences in my Do Now book.**  ***(1C)* Do Now: Colons** | (***1F)*Embedded Formative Assessment: Finish COW.**  ***(1B)*Closing Activity: Review Author’s Purpose. Assign 3rd Person Omni. – HONORS only. Due Wed. Assign Final: Due Monday, 12/1.** |
| TUESDAY  ***(1C)* Learning Target: I can identify and discuss some themes from COW. I will begin a Theme essay for my Final.**  ***(1C)* Do Now: Semi-colons** | (***1F)*Embedded Formative Assessment: Progress on Theme essay.**  ***(1B)*Closing Activity: Review Author’s Structure.** |
| WEDNESDAY  ***(1C)* Learning Target: I will continue working and editing my Theme essay. I will self- and peer-edit. I will study for the Test Fri.**  ***(1C)* Do Now: Hyphens** | (***1F)*Embedded Formative Assessment: Progress on Theme Essay. 3rd Person Omni. Assignment due-Honors.**  ***(1B)*Closing Activity: Review Theme Development.** |
| THURSDAY  ***(1C)* Learning Target: I understand the requirements of another essay. I will begin a second essay.**  ***(1C)* Do Now: Dashes** | (***1F)*Embedded Formative Assessment: Progress on second essay.**  ***(1B)*Closing Activity: Review colons, semi-colons** |
| FRIDAY  ***(1C)* Learning Target: I will pass my test.**  ***(1C)* Do Now: 5 Minute Review for Test** | (***1F)*Embedded Formative Assessment: Test.**  ***(1B)*Closing Activity: Discuss test.** |
| **Vocabulary:**  **Entice**  **Feign**  **Cajole**  **Jaded**  **Diabolical**  **Arduous**  **Disconsolate**  **Blunder**  **Forlorn**  **Uncouth**  **\*Pertinacity**  **\*Appease** | |
| **Latin/Greek Roots:**  **E Pluribus Unum = Out of many, one US Motto**  **Equus = horse equine, equestrian, equinox** | |
| **Literary Elements:**  **Voice**  **Tone –develop list of words**  **Mood – develop list of words** | |

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