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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English 8th** |
| **Week of:****Dec. 1 - 5** | **Unit Name:** **Call of the Wild/Poetry/PARCC practice/Short Story Unit** |

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| ***(1A)\**Essential Question(s):** **How do Main Idea, Theme, Conflict, etc. differ in Short Stories vs. in Novels?** | ***(1A/1B)* Connections (prior/future learning):**  |
| **Common Core Standards*** 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.
* 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; ..
* RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (eg through dramatic irony) create such effects as suspense or humor).
* L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.
* L.8.5a: Interpret figures of speech in context.
* W.8.1b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
* W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.

SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence of the topic… |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Novel, Short Stories, Grammar materials****Students: Novel, Short Stories** |
| ***(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, Appositives****This Week: COW Final; Stories Submitted; Short Stories** |

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| MONDAY***(1C)* Learning Target: I will finish my Creative Story. I will self- and peer-edit my work. I understand this week’s Vocabulary words.** ***(1C)* Do Now: Appositives** | (***1F)*Embedded Formative Assessment: Rough draft of story – due tomorrow.*****(1B)*Closing Activity: Share out sentences with the class.** |
| TUESDAY***(1C)* Learning Target: I will submit my story. I will work on the COW Final.*****(1C)* Do Now: Appositives** | (***1F)*Embedded Formative Assessment: Stories submitted. Progress on COW Final.*****(1B)*Closing Activity: Presentations of stories - voluntary** |
| WEDNESDAY***(1C)* Learning Target: I will submit and present my COW Final.** ***(1C)* Do Now: Appositives** | (***1F)*Embedded Formative Assessment: COW Finals DUE. Presentations of projects.*****(1B)*Closing Activity: Presentations of projects.** |
| THURSDAY***(1C)* Learning Target: I can comprehend the Main Idea and Theme of The Tell-Tale Heart. I will write listen to the Audio version, then write a paragraph about each of these elements.*****(1C)* Do Now: Appositives** | (***1F)*Embedded Formative Assessment: Paragraphs on short story.*****(1B)*Closing Activity: Presentations** |
| FRIDAY ***(1C)* Learning Target: I will read The Red Dress. I can identify, in a paragraph, what the Conflict is.*****(1C)* Do Now: Appositives** | (***1F)*Embedded Formative Assessment: Sharing Themes with class.** ***(1B)*Closing Activity: Presentations** |
| **Vocabulary:****Tangible****Infinitesimal****Sluice****Hedge****Ptarmigan****Lope****Demonstrative****Chasm****Vigor****Lugubrious****\*innocuous****\*usurp** |
| **Latin/Greek Roots:****Cornu = horn cornea, unicorn, cornupoia****Sanus = healthy sanity, insane, sanitary** |
| **Literary Elements:****Irony – dramatic, verbal, situational****Expletive** |

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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.  |