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

|  |  |
| --- | --- |
| **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** |

|  |  |
| --- | --- |
| ***(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** | |

|  |  |
| --- | --- |
| 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** | |

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