**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:**  **12/8 – 12/12** | **Unit Name:**  **Short Story Unit** |

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| ***(1A)\**Essential Question(s):**  **How does the structure of Literary Elements in a Short Story vs. a Novel differ?** | ***(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 p |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Copies of *The Red Dress, Tank the Dog***  **Students: Ditto** |
| ***(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 Modifiers**  **This Week: Short Stories, Grammar** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words. I will use each of them in a meaningful sentence in my Do Now Book.**  ***(1C)* Do Now: Misplaced Modifiers practice** | (***1F)*Embedded Formative Assessment: Sentence check**  ***(1B)*Closing Activity: Cold Call: use a word in a sentence.**  **HW: Answer Critical Thinking Questions: Tank the Dog** |
| TUESDAY  ***(1C)* Learning Target: I understand how TONE and ATTITUDE affect the emotions of Tank the Dog. I will write a paragraph explaining this, in my Do Now Book.**  ***(1C)* Do Now: Misplaced Modifiers** | (***1F)*Embedded Formative Assessment: Discussion about EMOTION in Tank the Dog.**  ***(1B)*Closing Activity: Begin reading and annotating The Red Dress. Note how POINT OF VIEW affects the reader’s MOOD, i.e. how her mother makes the reader feel about the girl. Check for annotation.** |
| WEDNESDAY  ***(1C)* Learning Target: I will compare and analyze EMOTION in Tank and Red Dress, using TONE and ATTITUDE termology. I will write a paragraph in my Do Now Book.**  ***(1C)* Do Now: Misplaced modifiers** | (***1F)*Embedded Formative Assessment: Paragraph on EMOTION in Tank and Red Dress.**  ***(1B)*Closing Activity: Misplaced Modifier Pop Quiz.** |
| THURSDAY  ***(1C)* Learning Target: I will listen to The Tell Tale Heart. How does VOICE affect the MOOD of the story? I will address this question, using appropriate Literary language, in my Do Now book.**  ***(1C)* Do Now: Misplaced Modifier practice** | (***1F)*Embedded Formative Assessment: VOICE paragraph.**  ***(1B)*Closing Activity: Cold Call: Vocab word use.** |
| FRIDAY  ***(1C)* Learning Target: I will pass the Vocabulary/Latin Roots Quiz.**  ***(1C)* Do Now: Misplaced Modifier Quiz** | (***1F)*Embedded Formative Assessment: Vocabulary/Latin Roots Quiz.**  ***(1B)*Closing Activity: 5 Second Game** |
| **Vocabulary: From “The Tell-Tale Heart”**  **Audacity – boldness**  **Deputed – delegated**  **Derision – ridicule**  **Hearken – to listen**  **Pitch – tar**  **Scantlings – small pieces of lumber**  **Suavity – pleasantness, smoothness**  **Tattoo – a rhythmic rapping**  **Vex – to irritate**  **Trifle – a little bit; not meaningful**  **\*sagacity – shrewdness**  **\*dissimulation - deceit** | |
| **Latin/Greek Roots:**  **Omnis = each, every, all omnivore, omnipotent, omniscient**  **Sal, salis = salt salary, saline** | |
| **Literary Elements:**  **Maxim**  **enjambment** | |

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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. |