**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:**  **Feb. 2 - 6** | **Unit Name:**  **Of Mice and Men/Vocabulary** |

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| ***(1A)\**Essential Question(s):**  **Why is Character Development important to the plot of the novel?** | ***(1A/1B)* Connections (prior/future learning):**  **Curley’s wife to Mercedes; background familiarity with mentally handicapped people** |
| **Common Core Standards**  [CCSS.ELA-LITERACY.RL.8.1](http://www.corestandards.org/ELA-Literacy/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.  [CCSS.ELA-LITERACY.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) 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, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [CCSS.ELA-LITERACY.CCRA.L.1](http://www.corestandards.org/ELA-Literacy/CCRA/L/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **Heterogeneous grouping** | ***(1D)* Resources/Materials:**  **Teacher: Of Mice and Men Unit; SmartBoard, Grammar materials**  **Students: Novel** |
| ***(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? Heterogeneous grouping, ensuring everyone participates, will help students understand these literary elements. Reviewing the first two songs’ graphic organizers will reinforce the concepts for all students.**  **Daily: Cold Call – Vocabulary deconstruction; grammar**  **This Week: Of Mice and Men** | |

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| MONDAY - Observation  ***(1C)* Learning Target: I will listen to two songs, and analyze a particular literary element. I will demonstrate understanding by sharing our analysis with the class, on a poster.**  ***(1C)* Do Now: Vocabulary - Pugnacious** | (***1F)*Embedded Formative Assessment: Progress on Poster.**  ***(1B)*Closing Activity: Answer the question: How have generations changed points of view, if at all?**  **HW: Per. 2,3: Read Ch. 4, 5**  **Per. 4: Read or listen to Ch. 2** |
| TUESDAY  ***(1C)* Learning Target: I can write a character sketch, to include all components, of Slim or Crooks from OM&M. I will share out a component with the class.**  ***(1C)* Do Now: Vocabulary – Panacea**  **\*\*\*If chrome books available, I will work on PARCC this period, and move things forward a day.** | (***1F)*Embedded Formative Assessment: Complete poster – share with class.**  ***(1B)*Closing Activity: Begin character analysis by sharing adjectives and using Thesaurus’s.**  **Per. 4: Read Chapter Three**  **Per. 2, 3: Read Ch. 4 and 5** |
| WEDNESDAY  ***(1C)* Learning Target: I can identify a theme in the novel.**  **I will demonstrate this by writing a paragraph and citing textual evidence as support.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Per. 2, 3: Theme paragraph – due at end of class.**  ***(1B)*Closing Activity: Contributing to Group Thematic Poster.**  **HW: Per. 2, 3: Critical Questions from 4, 5**  **Per. 4: Compare Crook and Curley’s wife. How are they similar and different?** |
| THURSDAY  ***(1C)* Learning Target: I will work with my partner on a Thematic poster, citing evidence with explanations for three examples of supporting quotes.**  ***(1C)* Do Now: PARCC question** | (***1F)*Embedded Formative Assessment: Thematic poster.**  ***(1B)*Closing Activity: Rate the novel: 1 = horrible, not able to finish to 5 = one of the best books I’ve ever read. Give a reason for your rating. Share out.**  **Per. 4: Read Ch. 4**  **Per. 2, 3: Assign Final – due Wed., Feb. 11** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab. Quiz.**  ***(1C)* Do Now: impeccable** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Paired sharing of rating** |
| **Vocabulary:**  **Abound**  **Bandy**  **Purloin**  **Candor**  **Debase**  **Introvert**  **Garb**  **Notoriety**  **odious**  **Facetious**  **zephyr**  **lackluster** | |
| **Latin/Greek Roots:**  **Porta = door, gate portal, airport, portable**  **Cor = heart coronary, courage, core** | |
| **Literary Elements:**  **Paradox = a statement that appears to be contradictory, but actually has some truth.**  **Ex: You work hard to be lazy, don’t you?**  **Antithesis = the opposite of an idea**  **Ex: He is the antithesis of fair: he cheats whenever and however he can.**  **Oxymoron = terms placed together that appear contradictory.**  **Ex: “jumbo shrimp” “cruel kindness” “tall dwarf” “mild chile”** | |

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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. |