**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:****Janury 5 - 9** | **Unit Name:** **Short Story Unit/Grammar/PARCC** |

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| ***(1A)\**Essential Question(s):** **How does an author of a short story convey all the elements necessary to good literature?** | ***(1A/1B)* Connections (prior/future learning):** **Literary Elements background knowledge** |
| **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.8.2](http://www.corestandards.org/ELA-Literacy/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; provide an objective summary of the text.[CCSS.ELA-LITERACY.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/)Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.[CCSS.ELA-LITERACY.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.[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.CCRA.L.2](http://www.corestandards.org/ELA-Literacy/CCRA/L/2/)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:** **Teacher: Tell-Tale Heart, The Red Dress Stories, Grammar materials, PARCC Practice Tests****Students: Copies of stories, Grammar materials** |
| ***(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/Analogies, Subject-Verb Agreement (revisited)****This Week: Short Stories, PARCC Practice** |

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| MONDAY***(1C)* Learning Target: I understand this week’s Vocabulary words. I will use five of them in a two minute conversation with a partner.*****(1C)* Do Now: Analogies** | (***1F)*Embedded Formative Assessment: Check for understanding – Cold Call – of Tell-Tale Heart. Critical Questions Due Wed.*****(1B)*Closing Activity: Cold Call: Vocabulary words** |
| TUESDAY***(1C)* Learning Target: I can share out the author’s use of Repetition in The Tell-Tale Heart, and cite examples to support my answer. I will explain how this affects the tone and mood of the story.*****(1C)* Do Now: Analogies** | (***1F)*Embedded Formative Assessment: Repetition Critical Question reply and sharing out.*****(1B)*Closing Activity: PARCC QUESTION** |
| WEDNESDAY***(1C)* Learning Target: I will read The Red Dress. I will identify the Theme of the story, and discuss Symbolism in it. I will share out a Theme and cite an example of support for this theme.*****(1C)* Do Now: Analogies** | (***1F)*Embedded Formative Assessment: Critical Questions. Critical Questions Due Fri.*****(1B)*Closing Activity: PARCC QUESTION** |
| THURSDAY***(1C)* Learning Target: I will address Conflict in The Red Dress. I will share out an example of support for my answer.*****(1C)* Do Now: Analogies** | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity: PARCC QUESTION** |
| FRIDAY ***(1C)* Learning Target: I will pass a Vocabulary Quiz*****(1C)* Do Now: Analogies** | (***1F)*Embedded Formative Assessment: Red Dress Critical Questions Due. Vocabulary Quiz*****(1B)*Closing Activity: Assign Short Story Final \*Period 4, Form Partners** |
| **Vocabulary:****Bog****Condolences****Talisman****Dubious****Prosaic****Frivolous****Broach****Hedge****Avert****Apathy****\*Malign****\*presumptuous** |
| **Latin/Greek Roots:****Folium = leaf portfolio, foliage, folder****Arbor = tree Arbor Day, arboriculture** |
| **Literary Elements:****Analogy****Connotation****Denotation****Diction – Author’s word choice, e.g. formal/informal, plan/fancy, ordinary/technical, sophisticated/down-to-earth, old-fashioned/modern****Genre: Type of Literature – Poetry, Prose, Drama****Motive – a reason that explains or partially explains a character’s thoughts, feelings, actions, or speech** |

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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.  |