**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 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. |