**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:**  **Jan. 12 – 16 \*Olga Rees in for me FRI.** | **Unit Name:**  **Short Stories – Final; Commas, Dependent clauses/Of Mice and Men** |

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| ***(1A)\**Essential Question(s):**  **What makes a short story effective?**  **What does the American Dream mean to you?** | ***(1A/1B)* Connections (prior/future learning):**  **Stories we have read; stories they have read before** |
| **Common Core Standards**  **RL8.1 – Cite the textual evidence that most strongly supports…**  **RL8.2 – Determine a theme or central idea of a text and analyze…**  **RL8.3 – Analyze how particular lines of dialogue or incidents in a story or drama propel the action…**  **RL8.7 – Analyze the extent to which a filmed…stays faithful to or departs from…**  **W8.1c – Use words, phrases, and clauses to create cohesion and clarify the relationships…** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Short Story Rubric, Of Mice and Men Unit Plan**  **Students: Story Boards, Rubric, OMaM 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?**  **Daily: Cold Call, Clauses**  **This Week: Short Stories, Of Mice and Men** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words. I can use five of them in a conversation with a peer.**  ***(1C)* Do Now: Independent clause practice** | (***1F)*Embedded Formative Assessment: Choose a story for Short Story Unit Final; begin Panel 1**  ***(1B)*Closing Activity: Thesis statement about Theme (or Panel 1)**  **\*Storyboard FINAL DUE Jan. 19** |
| TUESDAY  ***(1C)* Learning Target: I will answer the question, “What does the American Dream mean to me?”**  ***(1C)* Do Now: PARCC practice** | (***1F)*Embedded Formative Assessment: Discussion (cold-call) about American Dream questions.**  ***(1B)*Closing Activity: Students will develop set of three questions about the American Dream to ask parent or adult relative or friend.** |
| WEDNESDAY  ***(1C)* Learning Target: I will complete drafts of three panels for my Storyboard, and will have a peer edit my work.**  ***(1C)* Do Now: Commas Clauses** | (***1F)*Embedded Formative Assessment: rough draft of three panels complete. Per. 2, 3: The Red Dress Questions Due**  ***(1B)*Closing Activity: Share responses to American Dream assignment** |
| THURSDAY  ***(1C)* Learning Target: I will read and understand Chapter 1 of Mice and Men, and will answer Critical Thinking Questions for tomorrow.**  ***(1C)* Do Now: PARCC practice** | (***1F)*Embedded Formative Assessment: Begin work on Chapter 1.**  ***(1B)*Closing Activity: Youtube video/slides of Great Depression** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz**  ***(1C)* Do Now: Independent Clause Quickcheck** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Continue to work on Storyboard** |
| **Vocabulary: From *Of Mice and Men***  Aberration  Predispose  Balmy  Synopsis  Itinerary  Cajole  Dearth  Precursor  Edify  Fabricate  \*acumen  \*encumber | |
| **Latin/Greek Roots:**  **Cutis = skin, hide cuticle, cutaneous**  **Avis = bird aviation, aviator** | |
| **Literary Elements:**  **Mood**  **Tone**  **Foreshadowing**  **Theme**  **“Propel the action”**  **“Develop the theme”** | |

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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. |