**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English 8th**  |
| **Week of:****Jan. 19 - 23** | **Unit Name:** **PARCC Tutorial, Of Mice and Men** |

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| ***(1A)\**Essential Question(s):** **Is there such a thing as “The American Dream”?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of the American Dream** |
| **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: Novel, Grammar materials, PARCC Tutorial****Students: Novel, PARCC Tutorial** |
| ***(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? Reteach, peer-tutoring****Daily: Cold Call – Clauses, Literary devices****This Week: Storyboard Presentations, PARCC Tutorial, Of Mice and Men, Clauses** |

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| MONDAY***(1C)* Learning Target: NO SCHOOL*****(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| TUESDAY***(1C)* Learning Target: I understand this week’s Vocabulary words, and will use two of them in Fray models.*****(1C)* Do Now: Grammar practice****PARCC Tutorial** | (***1F)*Embedded Formative Assessment: Fray model presentation*****(1B)*Closing Activity: PARCC feedback** |
| WEDNESDAY***(1C)* Learning Target: I will answer the Do Now question and be prepared to share my answer with the class.*****(1C)* Do Now: Grammar practice****PARCC Tutorial** | (***1F)*Embedded Formative Assessment: American Dream discussion*****(1B)*Closing Activity: Storyboard Presentations** |
| THURSDAY***(1C)* Learning Target: I will read the biography of John Steinbeck and predict what OMaM may be about, based on the synopsis and his background. I will offer to share out with the class.*****(1C)* Do Now: PARCC practice test question** | (***1F)*Embedded Formative Assessment: Discussion about John Steinbeck.*****(1B)*Closing Activity: Storyboard presentations****READ Pages 1 – 16 – answer Critical Thinking Questions** |
| FRIDAY ***(1C)* Learning Target: I will address the questions on the board in a poster with a small group.** ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Critical Questions*****(1B)*Closing Activity: Storyboard presentations** |
| **Vocabulary:****Galvanize****Proboscis****Jargon****Lampoon****Magnanimous****Negligible****Painstaking****Qualm****Rankle****Sadistic****\*recumbent****\*assiduous** |
| **Latin/Greek Roots:****Malus = bad, ill, evil malicious, malady, malice****Feles = cat feline, febrile** |
| **Literary Elements:****Paradox = a statement that appears to be contradictory, but actually has some truth.** **Ex: You try 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 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.  |