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

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

|  |  |
| --- | --- |
| ***(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** | |

|  |  |
| --- | --- |
| 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”** | |

|  |  |
| --- | --- |
| \*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. |