**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, Regular/Honors** |
| **Week of:**  **January 19 - 23** | **Unit Name:**  **Of Mice and Men/Structure, Mood, Tone, Attitude** |

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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**  [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.RL.8.3](http://www.corestandards.org/ELA-Literacy/RL/8/3/) Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  [CCSS.ELA-LITERACY.RL.8.4](http://www.corestandards.org/ELA-Literacy/RL/8/4/) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  [CCSS.ELA-LITERACY.W.8.1.C](http://www.corestandards.org/ELA-Literacy/W/8/1/c/) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.  [CCSS.ELA-LITERACY.W.8.2.C](http://www.corestandards.org/ELA-Literacy/W/8/2/c/) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.  [CCSS.ELA-LITERACY.W.8.2.D](http://www.corestandards.org/ELA-Literacy/W/8/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.  [CCSS.ELA-LITERACY.W.8.2.E](http://www.corestandards.org/ELA-Literacy/W/8/2/e/) Establish and maintain a formal style.  [CCSS.ELA-LITERACY.W.8.3.D](http://www.corestandards.org/ELA-Literacy/W/8/3/d/) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  [CCSS.ELA-LITERACY.W.8.3.E](http://www.corestandards.org/ELA-Literacy/W/8/3/e/) Provide a conclusion that follows from and reflects on the narrated experiences or events.  [CCSS.ELA-LITERACY.W.8.5](http://www.corestandards.org/ELA-Literacy/W/8/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 [here](http://www.corestandards.org/ELA-Literacy/L/8/).)  [CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.  [CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  [CCSS.ELA-LITERACY.SL.8.5](http://www.corestandards.org/ELA-Literacy/SL/8/5/) Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  [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.  [CCSS.ELA-LITERACY.L.8.4](http://www.corestandards.org/ELA-Literacy/L/8/4/) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.  [CCSS.ELA-LITERACY.L.8.4.A](http://www.corestandards.org/ELA-Literacy/L/8/4/a/) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  [CCSS.ELA-LITERACY.L.8.4.B](http://www.corestandards.org/ELA-Literacy/L/8/4/b/) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).  [CCSS.ELA-LITERACY.L.8.5.C](http://www.corestandards.org/ELA-Literacy/L/8/5/c/) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **Regular 8th will do Critical Questions, with Sentence Prompts. I will read aloud or we will listen to the audio verson of MandM** | ***(1D)* Resources/Materials:**  **Teacher: Novel, SmartBoard, Document Reader, Graphic Organizers**  **Students: Novel, Graphic Organizers** |
| ***(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?**  **Heterogeneous grouping and peer-tutoring is differentiation instruction: students work collaboratively on poster to ensure participation and understanding.**  **Daily: Cold Call, Apostrophes, Vocabulary in context**  **This Week: Of Mice and Men – highlight literary elements and citing to support** | |

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| MONDAY  ***(1C)* Learning Target: I will listen to the biography of John Steinbeck and predict what OMaM may be about, based on the synopsis and his background. I will share what I know about the Dust Bowl.**  ***(1C)* Do Now: Apostrophes Practice** | (***1F)*Embedded Formative Assessment: I will offer a fact about the Dust Bowl or the BP oil spill.**  ***(1B)*Closing Activity: Based on the synopsis, predict what the book is about. Share out an*s*wer.**  **HW: Read pgs. 1 - 16**  **Period 4 has handout, due Wed.**  **Period 2, 3 – Critical Questions, due Wed.** |
| TUESDAY  ***(1C)* Learning Target: I will watch videos about the Dust Bowl and the BP Oil Spill, and listen to a song from each. I will demonstrate understanding by offering my opinion of one or the other and sharing with the class.**  ***(1C)* Do Now: Apostrophes Practice** | (***1F)*Embedded Formative Assessment: Class discussion participation. Explain graphic organizer from songs.**  ***(1B)*Closing Activity: Begin a song or poem, in your Do Now book, about either catastrophe (or 9/11, etc.).** |
| WEDNESDAY  ***(1C)* Learning Target: I will listen to two songs, and will demonstrate understanding by making a poster and teaching a literary device to the class, as it relates to the songs.**  ***(1C)* Do Now: Vocabulary in context: pugnacious** | (***1F)*Embedded Formative Assessment: Small group poster, and teaching the class about literary devices.**  ***(1B)*Closing Activity: Continue work on poem or song.**  **Homework Due – read pgs. 17 – 37**  **Per. 4 – Handout**  **Per. 2, 3 – Critical Questions** |
| THURSDAY  ***(1C)* Learning Target: I will complete my poster and present it to the class, teaching my peers about my literary device and is applies to the two songs.**  ***(1C)* Do Now: Vocabulary in context; catastrophe, catastrophic** | (***1F)*Embedded Formative Assessment: Small group poster presentations.**  ***(1B)*Closing Activity: self-assessment on poster** |
| FRIDAY  ***(1C)* Learning Target: I can define the structure of MandM in one paragraph, and begin a character analysis of Curly.**  ***(1C)* Do Now: Frayer template of one word.** | (***1F)*Embedded Formative Assessment: Vocabulary Frayer exercise.**  ***(1B)*Closing Activity: Read pgs. 38 – 65 over the weekend** |
| **Vocabulary: same as last week** | |
| **Latin/Greek Roots: canis = dog canine, Canis Major, canine teeth**  **medicus = physician medicine, medical, medication, Medicare** | |
| **Literary Elements:**  **Paradox = a statement that appears to be contradictory, but actually has some truth.**  **Ex: You work 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 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. |