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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English 8th Grade** |
| **Week of:****Feb. 9 - 13** | **Unit Name:** **Of Mice and Men/PARCC** |

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| ***(1A)\**Essential Question(s):** **How does each character fit a stereotype of today?** | ***(1A/1B)* Connections (prior/future learning):** **Stereotypes then and now** |
| **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.8.3](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.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.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.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. |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.****Heterogeneous grouping** | ***(1D)* Resources/Materials:** **Teacher: Of Mice and Men novel; PARCC material****Students: same** |
| ***(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 – Vocabulary from PARCC, i.e., “anecdotal observations.”****This Week: Of Mice & Men; PARCC practice/Grammar: parallelism** |

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| MONDAY***(1C)* Learning Target: I will read and comprehend the three PARCC essays on elephants. I will demonstrate comprehension by effectively answering the essay question.****Per. 4: Theme Development of OM&M – work in class on TBE for each theme*****(1C)* Do Now: Vocabulary phrase: anecdotal observations** | (***1F)*Embedded Formative Assessment: Response to elephant essay.*****(1B)*Closing Activity: Fray Model Vocab. Template** |
| TUESDAY***(1C)* Learning Target: I will present my group poster to the class. I can demonstrate understanding of the Literary Element we analyzed. I will also work on OMandM Final.****Per. 4: Read Ch. 4** ***(1C)* Do Now: Anecdotal Observation of LoyaltyTheme –to share with class** | (***1F)*Embedded Formative Assessment: Group presentation.*****(1B)*Closing Activity: Fray Model Template** |
| WEDNESDAY***(1C)* Learning Target: I will read and comprehend the two essays in the PARCC essays. I will effectively address the essay question, and share my answer with the class.*****(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment: Shared response to the essays on Confetti Girl and Tortilla Sun.*****(1B)*Closing Activity: Grammar practice - parallelism** |
| THURSDAY***(1C)* Learning Target: I can address the question: How are Curley’s wife and Crooks similar? Different?*****(1C)* Do Now: Quotations**  | (***1F)*Embedded Formative Assessment: Seminar on question of day.*****(1B)*Closing Activity: Write five lines of dialogue** |
| FRIDAY NO SCHOOL – IN SERVICE ***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| **Vocabulary:** Electorate – all persons having the right to voteGarrulous – talking too much, especially about trivial mattersRaucous – rough sounding and harsh; boisterousSatiate – to satisfy an appetite or desire fully, or to excessAbut – to touch one end or edge; to join at a boundaryBedlam – uproar or confusionElite – a socially superior group; of the bestFastidious – hard to please; easily disgustedHoax– a mischievous trick or deception, usually intended to fool the publicPanacea – a supposed cure for all diseases or ills; a universal remedy e.g. enough sleep\*archaic – no longer in genera use; old fashioned; ancient\*impassive – without feeling or emotion |
| **Latin/Greek Roots:****Jacio/jactum = throw eject, reject, interject****Curro/cursum = run current, cursive, occur** |
| **Literary Elements:****Anecdote****Irony – verbal, situational, dramatic** |

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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.  |