**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 vote  Garrulous – talking too much, especially about trivial matters  Raucous – rough sounding and harsh; boisterous  Satiate – to satisfy an appetite or desire fully, or to excess  Abut – to touch one end or edge; to join at a boundary  Bedlam – uproar or confusion  Elite – a socially superior group; of the best  Fastidious – hard to please; easily disgusted  Hoax– a mischievous trick or deception, usually intended to fool the public  Panacea – 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 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. |