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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Gr. English** |
| **Week of:**  **March 9 - 13** | **Unit Name:**  **Flowers for Algernon, Animal Farm, PARCC** |

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| ***(1A)\**Essential Question(s):**  **How are these novels allegories for contemporary society?** | ***(1A/1B)* Connections (prior/future learning):** |
| **Common Core Standards**   |  |  | | --- | --- | | **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.** | ***(1D)* Resources/Materials:**  **Teacher:**  **Students:** |
| ***(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?** | |

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| MONDAY  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words. I will use two of them in a Frayer template and share them with the class.**  ***(1C)* Do Now: Grammar paragraph corrections - SmartBoard** | (***1F)*Embedded Formative Assessment: Vocabulary Practice**  ***(1B)*Closing Activity: Predict what will happen in novel.** |
| TUESDAY  ***(1C)* Learning Target: I will use two Vocabulary words in a Frayer template and share them with the class.**  ***(1C)* Do Now: SmartBoard Grammar paragraph corrections - SmartBoard** | (***1F)*Embedded Formative Assessment: Vocabulary Practice**  ***(1B)*Closing Activity: Review Literary Elements** |
| WEDNESDAY – PARCC Test; Period 1, 2  ***(1C)* Learning Target: Read novel; watch COW**  ***(1C)* Do Now: Share out PARR viewpoint** | (***1F)*Embedded Formative Assessment: Discuss novel**  ***(1B)*Closing Activity: watch COW** |
| THURSDAY – PARCC Test; Period 3, 4  ***(1C)* Learning Target: Read novel; watch COW**  ***(1C)* Do Now: Share out PARR viewpoint** | (***1F)*Embedded Formative Assessment: Discuss novel**  ***(1B)*Closing Activity: watch COW** |
| FRIDAY – PARCC Test; Period 5, 6  ***(1C)* Learning Target:**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:** |
| **Vocabulary:**  **Deleterious – harmful to living things**  **Mock**  **Maverick**  **Deprive**  **Scurry**  **Eratic**  **Tabloid**  **Brusque**  **Ajar**  **Bovine** | |
| **Latin/Greek Roots:**  **Stella = star stellar, constellation, interstellar**  **Verto, versum = turn reverse, advertise, universe, university, controversial** | |
| **Literary Elements:**  **Loose sentence**  **Periodic sentence** | |

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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. |