**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**

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| **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. |  |

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| ***(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 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.  |