**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** |
| **Week of:**  **April 13 - 17** | **Unit Name:**  **The Outsiders** |

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| ***(1A)\**Essential Question(s):**  **How is dialogue more/less effective than narrative in The Outsiders?** | ***(1A/1B)* Connections (prior/future learning):**  **Personal experience with groups, gangs, peer pressure** |
| **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: Novel, Unit Plan**  **Students: novels, grammar materials** |
| ***(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? Peer tutoring, sharing out, group work, reteaching**  **Daily: Cold Call, verb usage**  **This Week: The Outsiders** | |

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| MONDAY Ellyn in for me  ***(1C)* Learning Target: Per. 4: I will finish reading Ch. 2, and will begin working on Critical Questions. I will demonstrate progress on these by the end of class.**  **Period 2, 3: I will read Ch. 3 of The Outsiders and will begin my essay.**  ***(1C)* Do Now: Write down Vocabulary Words.** | (***1F)*Embedded Formative Assessment: Reading, thoughtfully responding to questions.**  ***(1B)*Closing Activity: Check for written vocab. Words**  **HW: Per. 4 Critical Questions – due Wed.**  **Per. 2, 3 Essay – due Wed.** |
| TUESDAY  ***(1C)* Learning Target: I will add to my Character Analysis chart. I will demonstrate this by having at least three character traits of the Socs on my work-in-progress.**  ***(1C)* Do Now: Review meanings of vocab. words** | (***1F)*Embedded Formative Assessment: Character analysis chart.**  ***(1B)*Closing Activity: Check for Soc character chart completion**  **HW: Period 2, 3: Read Chapters 4, 5** |
| WEDNESDAY  ***(1C)* Learning Target: I understand Dialogue vs. Narrative. I will analyze and rewrite dialogue to narrative, and comment on effectiveness.**  ***(1C)* Do Now: Analyze quote on whiteboard.** | (***1F)*Embedded Formative Assessment: Dialogue vs. Narrative comment.**  ***(1B)*Closing Activity: Share-out dialogue vs. narrative examples.** |
| THURSDAY  ***(1C)* Learning Target: I understand this week’s Vocab. Words. I will share out a sentence using one with a peer.**  ***(1C)* Do Now: What do you predict will happen in The Outsiders?** | (***1F)*Embedded Formative Assessment: Vocab. Word comprehension.**  ***(1B)*Closing Activity: Share out Vocab. Sentences.**  **HW: Per. 2, 3: Read Ch. 6 for FRI.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab. Quiz.**  ***(1C)* Do Now: Study for quiz.** | (***1F)*Embedded Formative Assessment: Vocab. Quiz**  ***(1B)*Closing Activity: Add to Thematic poster** |
| **Vocabulary:**  **Defiant**  **Elude**  **Fiend**  **Keel (over)**  **Aghast**  **Falter**  **Doggedly**  **Stupor**  **Acquitted**  **Implore**  **\*Wistful**  **\*Conviction** | |
| **Latin/Greek Roots:**  **Primus = first primary, prime, primate, primitive**  **Plus, pluris = more, many plus, plural, surplus** | |
| **Literary Elements:**  **Metonymy**  **Synecdoche**  **Anaphora**  **Asyndeton**  **Apophasis** | |

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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. |