**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 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.  |