**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 27 – May 1** | **Unit Name:**  **The Outsiders; Poetry book** |

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| ***(1A)\**Essential Question(s):**  **Would you have saved the children from the burning church? Does this make the boys heroes?** | ***(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?**  **Daily: Cold Call, Discussion**  **This Week: Outsiders Final; Poetry Book** | |

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| MONDAY  ***(1C)* Learning Target: I understand the meanings of this week’s Vocabulary words, and the meanings of the five Literary Device terms listed below.**  ***(1C)* Do Now: What is your feeling about poetry?** | (***1F)*Embedded Formative Assessment: Cinquain poem**  ***(1B)*Closing Activity: group Cinquain poem** |
| TUESDAY  ***(1C)* Learning Target: I will compose my Cinquian poem.**  ***(1C)* Do Now: Write a five line poem with a rhyme scheme of aabbc** | (***1F)*Embedded Formative Assessment: Concrete poem**  ***(1B)*Closing Activity: group poem** |
| WEDNESDAY  ***(1C)* Learning Target: I will compose my Concrete poem.**  ***(1C)* Do Now: Write an autobiographical poem with the rhyme scheme of ababcababc** | (***1F)*Embedded Formative Assessment: Sensory poem**  ***(1B)*Closing Activity: group poem** |
| THURSDAY  ***(1C)* Learning Target: I will compose my Sensory poem.**  ***(1C)* Do Now: Write a poem that illustrates enjambment.** | (***1F)*Embedded Formative Assessment: Preposition poem**  ***(1B)*Closing Activity: group poem** |
| FRIDAY  ***(1C)* Learning Target: I will compose my Preposition poem.**  ***(1C)* Do Now: I will give an example of polysyndeton and asyndeton** | (***1F)*Embedded Formative Assessment: Terse Verse poem**  ***(1B)*Closing Activity: share out of polysyndeton, asyndetonw** |
| **Vocabulary: Same as last week** | |
| **Latin/Greek Roots:**  **Divinis = godlike divine, diva**  **Ordo/ordinis = row, array, command order, ordinary, ordinal** | |
| **Literary Elements: Review literary devices** | |

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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. |