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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **Engllish 8th** |
| **Week of:**  **May 4 - 8** | **Unit Name:**  **Poetry Book** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **Is poetry as effective as narrative in relating the message and conveying a theme? How so?** | ***(1A/1B)* Connections (prior/future learning):**  **Experience with poetry** |
| **Common Core Standards**  **L.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and well as inferences drawn…**  **L.RL.9-10.3: Determine a theme or central idea of a text and analyze in detail its development over the course of the text,…**  **L.RL.9-10.3: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot develop the theme.**  **L.RL.9-10.4,5: Determine the meanings of words and phrases; analyze a particular point of view,…**  **L.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**  **L.RI.9-10.2: Determine a central idea of a text and analyze the development over the course…**  **L.RI.9-10.5-6: Analyze in detail how an author’s ideas or claims are developed; determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view…**  **L.RI9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid,…**  **L.W.9-10.1:Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  **10.1a: Introduce precise claims, distinguish the claims from alternate or opposing claims, …**  **10.1b: Develop claims and counterclaims fairly, supplying evidence for each…**  **10.1c: Use words, phrases, clauses to link major sections of text, create cohesion, clarify relationships…**  **L.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately,…**  **10.2a: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions,…**  **10.2b,c,d: Develop the topic with well-chosen, relevant, and sufficient facts; use appropriate transitions and precise language,…**  **L.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions,…**  **10.1a: Come to discussions prepared, …**  **10.1c: Propel conversations,…**  **L.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically…**  **L.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.** | ***(1D)* Resources/Materials:**  **Teacher: Poetry Unit**  **Students: Poetry Rubric, Poetry examples** |
| ***(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, Vocabulary & Literary Terms**  **This Week: Poetry** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand this week’s vocabulary words. I will also demonstrate knowledge of the five Literary Terms I will know for the Final.**  ***(1C)* Do Now: Clerihew Poem** | (***1F)*Embedded Formative Assessment: Sharing of sentences using Vocab. Words**  ***(1B)*Closing Activity: Finish OUtsiders** |
| TUESDAY  ***(1C)* Learning Target: I understand the scheme of Diamante poetry. I will write one with a group.**  ***(1C)* Do Now: Terse Verse Poem** | (***1F)*Embedded Formative Assessment: Share Diamante poem with class.**  ***(1B)*Closing Activity: Review of Literary Terms** |
| WEDNESDAY  ***(1C)* Learning Target: I will begin my Tanka and Limerick poems (Honors); I will begin my Sensory Poem (both).**  ***(1C)* Do Now: Formula Poem** | (***1F)*Embedded Formative Assessment: Sharing Formula poem.**  ***(1B)*Closing Activity: Brainstorm topics for Where I’m From Poem** |
| THURSDAY  ***(1C)* Learning Target: I understand the basis for a Where I’m From poem. I will begin my own brainstorm list for my poem.**  ***(1C)* Do Now: Preposition Poem** | (***1F)*Embedded Formative Assessment: Brainstorm list for poem.**  ***(1B)*Closing Activity: Check on list.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocab. Quiz.**  ***(1C)* Do Now: Quiz** | (***1F)*Embedded Formative Assessment: Vocabulary Quz**  ***(1B)*Closing Activity: Continue work on poems.** |
| **Vocabulary: Same as last week.** | |
| **Latin/Greek Roots: Chart for Final** | |
| **Literary Elements: Chart for Final** | |

|  |  |
| --- | --- |
| \*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. |