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

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

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| ***(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** |

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| 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** |

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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.  |