**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:** **Sept. 8 - 11** | **Unit Name:** **Buried Onions** |

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| ***(1A)\**Essential Question(s):****Does Eddie have control over his life? Do you have control over yours? Explain.** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge – growing up in Santa Fe; other places** |
| ***(1A)* Common Core/State 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.****All accommodations and modifications indicated in student IEPs will be followed. Any needs of ELL students (modification of assignment length, modification of assignment complexity, modification of source reading, etc.) will be implemented.**Small group, hetero- and homogeneous, to reteach, peer-tutor concepts; modified assignments | ***(1D)* Resources/Materials:** Novels, document camera |
| ***(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? Small group discussion will allow for comprehension of book, deeper understanding of conceptual ideas, small group work will facilitate participation****Daily: Do Now Critical Thinking, Cold-Call****This Week: Daily writing assignments, reading assigned, quizzes on reading** |

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| MONDAY***(1C)* Learning Target: NO SCHOOL*****(1C)* Do Now:**  |  (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| TUESDAY***(1C)* Learning Target: I understand this week’s Vocab. Words; I will record them in my system. I will participate in a discussion of my first impression of Eddie.*****(1C)* Do Now: Double Negative usage in writing** | (***1F)*Embedded Formative Assessment: Participation in discussion of Eddie’s character.*****(1B)*Closing Activity: Share meaning of word(s) with peer.****HW: Read Chapter 1,2 for Wed.** |
| WEDNESDAY***(1C)* Learning Target: I understand how to properly integrate quotes into critical answers. I will demonstrate this by completing the assignment over Ch. 1*****(1C)* Do Now: Pop Quiz over Ch. 1** | (***1F)*Embedded Formative Assessment: Integrating quotes exercise*****(1B)*Closing Activity: Discussion about emergent themes****HW: Read Ch. 3 for Th.** |
| THURSDAY***(1C)* Learning Target: I understand figurative language and can recognize examples in B.O. I will integrate quotes reflecting figurative language.*****(1C)* Do Now: Double Negatives practice** | (***1F)*Embedded Formative Assessment: Assignment integrating fig. language quotes*****(1B)*Closing Activity: Participate in discussion about motif****HW: Read Ch. 4 for Fr.** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary Quiz.** ***(1C)* Do Now: Double Negatives Pop Quiz** | (***1F)*Embedded Formative Assessment: Vocab. quiz*****(1B)*Closing Activity: Discussion: prediction about B.O.** |
| **Vocabulary****Gnaw****Cologne****Tilt****Scam****Babble****Trowel****Duplex****Mingle****Gawk****Barren****\*loquacious****\*ostentatious** |
| **Latin/Greek Roots****Plico/plicatum = fold pleat, replica, multiplication, duplicate****Liber = book library, libel, liberty** |
| **Literary Elements/Rhetorical Devices****Justaposition – pg 3****Motif****Theme**  |

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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.  |