**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 Regular; \*8th Grade English Honors** |
| **Week of:**  **Oct. 5 - 9** | **Unit Name:**  **COTW, Dependent clauses/commas** |

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| ***(1A)\**Essential Question(s):**  **How is Buck “metamorphosing”?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of dogs, Alaska, Klondike Gold Rush** |
| ***(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.** | ***(1D)* Resources/Materials:**  Unit plan, novels |
| ***(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 practice, critical thinking writing**  **This Week: Character Analysis** | |

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| MONDAY  ***(1C)* Learning Target: I can identify examples of figurative language in Chapter 3. I will cite and identify three examples in class.**  ***(1C)* Do Now: Is it better to have a smaller team with a clear leader, or a larger team with no clear leader? Explain.** | (***1F)*Embedded Formative Assessment: Figurative Language assignment.**  ***(1B)*Closing Activity: Discussion of Spitz and Buck relationship.**  **Chapter 2, 3 Quiz (Regular) – Due Wed.**  **\*HW: Read Chapter 4 (Honors)** |
| TUESDAY  ***(1C)* Learning Target: \*I understand what the quote, “With the aurora borealis…” means. I can explain the way the song functions as a metaphor (Honors)in a paragraph. I will explain what Buck learned from Curly’s tragedy, in a paragraph (Regular). This is part of the Quiz I received yesterday, and this will help clarify the answer.**  ***(1C)* Do Now: Dependent clause practice.** | (***1F)*Embedded Formative Assessment: Song metaphor paragraph.**  ***(1B)*Closing Activity: Dependent clause exercise**  **\*Read Chapter 5 for Thursday (Honors)** |
| WEDNESDAY  ***(1C)* Learning Target: I understand the author’s purpose for writing COTW. I will review the Purpose poster in class, and write a paragraph about this.**  ***(1C)* Do Now: Dependent clause practice** | (***1F)*Embedded Formative Assessment: Author’s purpose paragraph.**  ***(1B)*Closing Activity: Vocabulary review**  **Quiz DUE – Regular English** |
| THURSDAY  ***(1C)* Learning Target: \* I understand Mercedes’ character. I will begin a Character Analysis of her, including ten facets of a CA. (Honors)**  ***(1C)* Do Now: Was the man in the red sweater good or bad for Buck? Answer in your Do Now book.** | (***1F)*Embedded Formative Assessment: Discuss Do Now question.**  ***(1B)*Closing Activity: Do you think Francois and Perrault may let Buck and Spitz fight to the death? Why or why not?** |
| FRIDAY  ***(1C)* Learning Target:**  **I will pass my Vocabulary quiz.**  ***(1C)* Do Now: Categories!** | (***1F)*Embedded Formative Assessment: Vocabulary quiz.**  ***(1B)*Closing Activity: Logic puzzles**  **\*HW: Mercedes Character Analysis due** |
| **Vocabulary**  **Twenty words on whiteboard (see last week)** | |
| **Latin/Greek Roots** | |
| **Literary Elements/Rhetorical Devices**  **Virtue**  **Vice**  **allegory** | |

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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. |