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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Grade Regular; \*Honors** |
| **Week of:**  **Oct. 12 - 16** | **Unit Name:**  **Call of the Wild** |

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| ***(1A)\**Essential Question(s):**  **How does London develop Mood and Tension in COTW?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of dogs, sleds, 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:**  Novel, Unit Plan |
| ***(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: Grammar, Critical Thinking Questions**  **This Week: COTW; Dependent clauses** | |

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| MONDAY  ***(1C)* Learning Target: I will record this week’s Vocabulary words in my system, and will discuss with a tablemate the meanings of words I may know.**  ***(1C)* Do Now: Grammar practice on Smartboard.**  **Reg: Read Ch.**  **HW: Quiz over Ch. 5** | (***1F)*Embedded Formative Assessment: Vocabulary words in notebooks.**  ***(1B)*Closing Activity: Share a sentence with Vocab. Word(s).**  **HW: \*Read 7, pgs. 113 - 131 Reg: Begin Ch. 6** |
| TUESDAY  ***(1C)* Learning Target: \*I will write a one page comparison/contrast essay about John Thornton and Mercedes. I will demonstrate understanding of her by completing a rough draft of this essay.**  ***(1C)* Do Now: Dependent clause practice** | (***1F)*Embedded Formative Assessment: \*Progress on essay.**  ***(1B)*Closing Activity: \*Share out one characteristic of Mercedes or John Thornton.**  **HW: \*Finish Ch. 7 Reg: Finish Ch. 6** |
| WEDNESDAY  ***(1C)* Learning Target: Reg: I will pass the quiz over Chapters 5 and 6.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Quiz over 5 & 6**  ***(1B)*Closing Activity: \*Finish book as class**  **Reg: Begin Ch. 7** |
| THURSDAY  ***(1C)* Learning Target: I will begin the COTW Final. I will demonstrate progress by beginning the Characterization section and selecting three supporting quotes.**  **\* I will**  **(1c) Do Now: Grammar Practice** | (***1F)*Embedded Formative Assessment: \*Progress on Theme and Characterization sections of Final.**  ***(1B)*Closing Activity: Logic puzzle**  **Reg; Finish Ch. 7** |
| FRIDAY  ***(1C)* Learning Target: \*I will begin the Theme section of my Final.**  **Reg: I will continue to work on the Characterization section of my Final.**  ***(1C)* Do Now: Share out Attitude/Moral/Value about Mercedes.** | (***1F)*Embedded Formative Assessment: Progress on Final.**  ***(1B)*Closing Activity: Reflect on opinion of book.** |
| **Vocabulary**  **Trounce**  **Assail**  **Courier**  **Insidious**  **Wan, Wax**  **Lugubrious**  **Repugnant**  **Marauder**  **Covert**  **Perambulate**  **\*Pundit**  **\*Discombobulate** | |
| **Latin/Greek Roots**  **Pes/pedis = foot pedicure, pedal, pedestrian**  **Digitus= finger, toe, inch digital, digit, digitize** | |
| **Literary Elements/Rhetorical Devices**  **Anthropomorphism** | |

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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. |