**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 \*Honors** |
| **Week of:**  **Oct. 26 - 30** | **Unit Name:**  **Short Story Unit** |

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| ***(1A)\**Essential Question(s):**  **Does the Structure differ in short stories? Explain.** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of favorite short stories.** |
| ***(1A)* Common Core/State Standards:**  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:**  Copies of The Red Dress, Tank the Dog |
| ***(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? Group discussion, rereading**  **Daily: Cold call, questions over reading**  **This Week: Short stories, Active/Passive Voice** | |

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| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary words. I will record them in a personal system.**  ***(1C)* Do Now: 5 min. review for Vocab. Quiz**  **REGULAR ENGLISH: Work on COTW Final** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz.**  ***(1B)*Closing Activity: Active vs. Passive Voice**  **HONORS HW: Read “Tank the Dog”** |
| TUESDAY  ***(1C)* Learning Target: HONORS: I understand how TONE and ATTITUDE affect emotion in Tank the Dog. I will write a short essay and be prepared to share a comment with the class.**  ***(1C)* Do Now: HONORS: 4 COTW Presentations**  **REGULAR: Work on COTW Final** | (***1F)*Embedded Formative Assessment: \*Short essay on TONE and ATTITUDE of Tank the Dog.**  ***(1B)*Closing Activity: Active vs. Passive Voice** |
| WEDNESDAY  ***(1C)* Learning Target: \*I will begin the Critical Thinking Questions on Tank the Dog. Due Friday.**  ***(1C)* Do Now: REGULAR, HONORS: 4 COTW Presentations** | (***1F)*Embedded Formative Assessment: \*Progress on Tank the Dog questions. REGULAR: Read Tank aloud, reteach Tone and Attitude.**  ***(1B)*Closing Activity: Active vs. Passive Voice** |
| THURSDAY  ***(1C)* Learning Target: \*I will read “The Red Dress” in class, taking character notes on the protagonist. REGULAR: I will begin the Critical Thinking Questions over Tank.**  ***(1C)* Do Now: REGULAR, HONORS: 4 COTW Presentations** | (***1F)*Embedded Formative Assessment: Progress on \*Character Analysis and Questions.**  ***(1B)*Closing Activity: Active vs. Passive Voice** |
| FRIDAY  ***(1C)* Learning Target: \*Critical Thinking Questions on Tank due.**  ***(1C)* Do Now: REGULAR, HONORS: 4 COTW Presentations** | (***1F)*Embedded Formative Assessment: Regular: Work on Critical Thinking Questions – due Monday.**  ***(1B)*Closing Activity: Active vs. Passive Voice** |
| **Vocabulary**  **Druthers a choice or preference**  **Queue**  **Chortle**  **Frivolous**  **Broach**  **Apathy**  **Flagellate**  **Fray**  **Frazzle**  **Quagmire**  **\*pontificate**  **\*platitudes** | |
| **Latin/Greek Roots**  **Folium = leaf portfolio, foliage, folder**  **Arbor = tree Arbor Day, aboriculture** | |
| **Literary Elements/Rhetorical Devices**  **Tone**  **Attitude**  **Connotation**  **Denotation** | |

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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. |