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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **English 8th** |
| **Week of:** **Nov. 2 - 6** | **Unit Name:** **Short Stories – The Red Dress, Tell Tale Heart, The Monkey’s Paw** |

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| ***(1A)\**Essential Question(s):** **How are Tension and Mood developed in short stories?** | ***(1A/1B)* Connections (prior/future learning):** **Background experience with short stories** |
| ***(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:** Copies of short stories, Critical QuestionsSmartBoard, 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? Group work, small and whole group discussion****Daily: Cold Call, Quotations****This Week: Short Stories Unit** |

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| MONDAY***(1C)* Learning Target: I will listen to “The Tell-Tale Heart” and note the new Vocabulary words. I will use one word in a sentence to a partner.*****(1C)* Do Now: Record new Vocabulary Words in Do Now Book.** |  (***1F)*Embedded Formative Assessment: Share-out vocabulary word in a sentence with a partner.*****(1B)*Closing Activity: Share-out opinion of Tell-Tale Heart.** |
| TUESDAY***(1C)* Learning Target: I will respond to the question: How does Voice affect the Mood of TTTH? I will cite evidence.*****(1C)* Do Now: Quotations, Dialogue Usage** | (***1F)*Embedded Formative Assessment: Share-out comment about Voice and Mood*****(1B)*Closing Activity: Biography of Edgar Allen Poe** |
| WEDNESDAY***(1C)* Learning Target: I will listen to “The Monkey’s Paw” and participate in a discussion of Tension development.*****(1C)* Do Now: Dialogue Usage** | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:****HW: Critical Questions Due for Red Dress and Tell Tale Heart DUE**  |
| THURSDAY***(1C)* Learning Target: I will engage in a two minute conversation with a partner, then demonstrate correct dialogue punctuation by writing our conversation.*****(1C)* Do Now: Dialogue Usage** | (***1F)*Embedded Formative Assessment: Paragraph on conversation.*****(1B)*Closing Activity: Discuss questions/work on questions** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary Quiz.*****(1C)* Do Now: 5 min. vocab. review** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: Brainstorm ideas for PASATIEMPO Contest****HW: Monkey’s Paw Critical Questions DUE** |
| **Vocabulary****Audacity = boldness****Derision = ridicule****Hearken = listen****Suave = confident, smooth****Vex = irritate****Trifle = a little bit; not meaningful****Deputed = delegated****Scantlings = small pieces of lumber****Sagacity = shrewdness** |
| **Latin/Greek Roots****Omnis = each, every, all omnivore, omnipotent, omniscient****Sal, salis = salt salive, saline** |
| **Literary Elements/Rhetorical Devices****Maxim****Enjambment** |

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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.  |