**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:**  **Nov. 9 - 13** | **Unit Name:**  **Short Stories/PASATIEMPO Contest** |

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| ***(1A)\**Essential Question(s):**  **Are short stories as effective and powerful as novels?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of 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:**  Short stories; PASATIEMPO Short Story Rubric |
| ***(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; No opt-out**  **This Week: Short stories; PASATIEMPO contest** | |

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| MONDAY **indefinite pronouns**  ***(1C)* Learning Target: I will record this week’s Vocabulary words in my system. I will listen to The Tell-Tale Heart. I will identify the Theme.**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Record Vocabulary words; identify theme in TTTH.**  ***(1B)*Closing Activity: Identify the theme**  **ASSIGN SHORT STORY FINAL** |
| TUESDAY  ***(1C)* Learning Target: I will brainstorm a list of topics for the PASATIEMPO contest. I will begin work on my story board final as well.**  ***(1C)* Do Now: indefinite pronouns** | (***1F)*Embedded Formative Assessment: Progress on story board and story.**  ***(1B)*Closing Activity: vocab word review** |
| WEDNESDAY  ***(1C)* Learning Target: I will begin my rough draft. I will continue work on my story board final.**  ***(1C)* Do Now: indefinite pronouns** | (***1F)*Embedded Formative Assessment: Progress on story board and story.**  ***(1B)*Closing Activity: vocab word review** |
| THURSDAY  ***(1C)* Learning Target: I will finish the rough draft. I will continue work on my story board final.**  ***(1C)* Do Now: indefinite pronouns** | (***1F)*Embedded Formative Assessment: Progress on story board and story.**  ***(1B)*Closing Activity: vocab word review** |
| FRIDAY  ***(1C)* Learning Target: I will have a peer edit my story. I hwill continue progress on my story board.**  ***(1C)* Do Now: indefinite pronouns** | (***1F)*Embedded Formative Assessment: Progress on story board and story.**  ***(1B)*Closing Activity: vocab word review** |
| **Vocabulary**  **Aberration**  **Predispose**  **Balmy**  **Synopsis**  **Itinerary**  **Cajole**  **Dearth**  **Precursor**  **Edify**  **Fabricate**  **\*acumen**  **\*encumber** | |
| **Latin/Greek Roots**  **Cutis = skin, hide cuticle, cutaneous**  **Avis = bird aviation, aviary, aviator** | |
| **Literary Elements/Rhetorical Devices**  **“propel the action”**  **“propagate the theme”** | |

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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. |