**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 8th Grade \*Honors English** |
| **Week of:**  **11/16 – 11/20** | **Unit Name:**  **PASATIEMPO story; Storyboard, Of Mice and Men** |

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| ***(1A)\**Essential Question(s):**  **What does the American Dream mean to you?** | ***(1A/1B)* Connections (prior/future learning):**  **Experience with short stories we read** |
| ***(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:**  Computers, storyboard materials, short story rubric, Of Mice and Men novel |
| ***(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: Testing, PASATIEMPO story, storyboard DUE, Introduction to Of Mice and Men** | |

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| MONDAY  ***(1C)* Learning Target: I will record this week’s words in my own system. I will have a peer edit my rough draft.**  ***(1C)* Do Now: Dialogue punctuation** | (***1F)*Embedded Formative Assessment: Rough draft editing**  ***(1B)*Closing Activity: Write a note to a friend - dialogue** |
| TUESDAY  ***(1C)* Learning Target: I will write my final draft of my story.**  ***(1C)* Do Now: Dialogue, quotation practice; definition of American Dream** | (***1F)*Embedded Formative Assessment: Final draft of story**  ***(1B)*Closing Activity: Write a note to a friend - dialogue** |
| WEDNESDAY DEA TESTING  ***(1C)* Learning Target: I will share a panel of my storyboard with the class**  ***(1C)* Do Now: Address essential question in a ½ page paragragh** | STORYBOARD DUE  (***1F)*Embedded Formative Assessment: Share storyboards**  ***(1B)*Closing Activity: Write a note to a friend - dialogue** |
| THURSDAY DEA TESTING  ***(1C)* Learning Target: After testing, I will finish my final draft.**  ***(1C)* Do Now: Dialogue, quotation practice** | (***1F)*Embedded Formative Assessment: Story finalized**  ***(1B)*Closing Activity: Write a note to a friend - dialogue** |
| FRIDAY  ***(1C)* Learning Target: I will pass my vocabulary quiz. I will send my story to the New Mexican, and submit a copy to Ms. Shain**  ***(1C)* Do Now: Quiz** | PASATIEMPO STORY DUE  (***1F)*Embedded Formative Assessment: Vocab. Quiz; completed story**  ***(1B)*Closing Activity: Share story with class** |
| **Vocabulary**  **Proboscis**  **Jargon**  **Magnanimous**  **Zephyr**  **Vacillate**  **Sadistic**  **Rankle**  **Qualm**  **Bandy**  **Purloin** | |
| **Latin/Greek Roots**  **Canis = dog canine, canine teeth, Canis Major**  **Medicus = physician medicine, medical, medication, medicate** | |
| **Literary Elements/Rhetorical Devices** | |

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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. |