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

|  |  |
| --- | --- |
| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **8th Grade English** |
| **Week of:**  **Nov. 30 – Dec. 4** | **Unit Name:**  **Of Mice and Men** |

|  |  |
| --- | --- |
| ***(1A)\**Essential Question(s):**  **Do you believe in The American Dream? Why or why not?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of Dust Bowl, Great Depression** |
| ***(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:**  Of Mice and Men Unit, Novels, Youtube on Great Depression photos |
| ***(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, Grammar (Dialogue, quotations)**  **This Week: Of Mice and Men; Dialogue** | |

|  |  |
| --- | --- |
| MONDAY  ***(1C)* Learning Target: I understand this week’s Vocabulary Words. I will engage in a 5 min. conversation with a peer, using five words.**  ***(1C)* Do Now: Quotation practice - SmartBoard** | (***1F)*Embedded Formative Assessment: Words in Vocab. System.**  ***(1B)*Closing Activity: 2 min. conversation with a friend; write it out correctly.** |
| TUESDAY  ***(1C)* Learning Target: I will address the question, “What does the American Dream to Me?” in one paragraph.**  ***(1C)* Do Now: Quotation Practice** | (***1F)*Embedded Formative Assessment: Students will develop a list of three questions (as a class) to ask parent or adult about The American Dream.**  ***(1B)*Closing Activity: Vocab. Word practice** |
| WEDNESDAY  ***(1C)* Learning Target: I will read Chapter 1 of Mice and Men, and thoughtfully respond to the Critical Thinking Questions**  ***(1C)* Do Now: Quotation/dialogue practice** | (***1F)*Embedded Formative Assessment: Discussion about Chapter 1; progress on background knowledge of disabled people and treatment of them.**  ***(1B)*Closing Activity: Photos of Great Depression**  **HW: Read Ch. 2** |
| THURSDAY  ***(1C)* Learning Target: I will begin a character sketch of Lenny, etc. with my group. I will prepare a poster, and continue to add to it.**  ***(1C)* Do Now: I will add to my group’s character poster, and begin a Theme poster.** | (***1F)*Embedded Formative Assessment: Posters, with excellent adjectives.**  ***(1B)*Closing Activity: Whole group: compare Crooks and Curley’s wife – begin poster**  **HW: Read Ch. 3** |
| FRIDAY  ***(1C)* Learning Target: I will listen to a bio of music during the Great Depression then I will listen to a Great Depression song. I will participation in a discussion about Tone.**  ***(1C)* Do Now: Quotations quiz** | (***1F)*Embedded Formative Assessment: Reflection of Character, Theme, Comparison/Contrast ideas**  ***(1B)*Closing Activity: Participation in discussion**  **HW: Read Ch. 4 over weekend** |
| **Vocabulary**  **Purloin**  **Debase**  **Introvert**  **Extrovert**  **Garb**  **Notoriety (notorious)**  **Lackluster**  **Ectomorph**  **Mesomorph**  **Endomorph**  **\*electorate = all persons having the right to vote**  **\*archaic = no longer in use; old fashioned; ancient** | |
| **Latin/Greek Roots**  **Porta = door, gate portal, airport, portable, transport**  **Cor = heart coronary, courage, core** | |
| **Literary Elements/Rhetorical Devices**  **Paradox = a statement that appears to be contradictory, but actually has some truth**  **Ex: You have to work hard to be lazy.**  **Antithesis = the opposite of an idea**  **Ex: He is the antithesis of fair: he cheats whenever and however he can.**  **Oxymoron = terms placed together that appear contradictory**  **Ex: “jumbo shrimp” “mild chile” “Tall dward”** | |

|  |  |
| --- | --- |
| \*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. |