**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 - \*Honors** |
| **Week of:**  **Dec. 7 - 11** | **Unit Name:**  **Of Mice and Men; Dialogue** |

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| ***(1A)\**Essential Question(s):**  **Hypothesize why Steinbeck begins each Chapter with the setting. How is this effective?** | ***(1A/1B)* Connections (prior/future learning):**  **Familiarity with The 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:**  Novels, youtube videos, pictures of Dust Bowl; Great Depression |
| ***(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: Daily reading, grammar, direct/indirect characterization**  **This Week: OM & M** | |

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| MONDAY  ***(1C)* Learning Target: I will pass the Pop Quiz on the reading (\*Ch. 3, 4). I will contribute to a Theme Development poster with my tablemates.**  ***(1C)* Do Now: Pop Quiz** | (***1F)*Embedded Formative Assessment: Pop Quiz over reading.**  ***(1B)*Closing Activity: 5” characterization of Curley’s wife, on a poster.** |
| TUESDAY  ***(1C)* Learning Target: I understand the similarities/differences between Curly’s wife and Crooks. I will demonstrate this by writing a paragraph and sharing a comment with the class.**  ***(1C)* Do Now: Construct a Power pyramid – who has the most/least power on the ranch?** | (***1F)*Embedded Formative Assessment: Participation in group discussion.**  ***(1B)*Closing Activity: Discuss Power pyramid.**  **HW:\* Read Ch. 5** |
| WEDNESDAY  ***(1C)* Learning Target: I will read Burn’s poem and begin an analysis of it. I will demonstrate this by talking with my peers about the relevance for five minutes.**  ***(1C)* Do Now: \*Pop quiz, Ch. 5** | (***1F)*Embedded Formative Assessment: Group participation.**  ***(1B)*Closing Activity:** |
| THURSDAY – Jamie subbing for me  ***(1C)* Learning Target: I will work on my poem analysis, and submit it by the end of class. I will review the vocabulary words for tomorrow’s quiz.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Poem analysis due.**  ***(1B)*Closing Activity: Vocab. Practice sheets** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary quiz.**  ***(1C)* Do Now: 5” review** | (***1F)*Embedded Formative Assessment: quiz**  ***(1B)*Closing Activity: reflection on book** |
| **Vocabulary**  **Facetious**  **Abound**  **Brusque**  **candor**  **effrontery**  **Elite**  **Hoax**  **Panacea**  **Harbinger**  **Bandy**  **\*Pugnacious**  **\*Mollify** | |
| **Latin/Greek Roots**  **Jacio/jactum = throw eject, reject, interject**  **Curro/cursum = run current, cursive, occur** | |
| **Literary Elements/Rhetorical Devices**  **Paradox = a statement that appears to be contradictory, but actually has some truth. “You work hard to be lazy, don’t you?”**  **Antithesis = the opposite of an idea. “He is the antithesis of fair: he cheats whenever and however he can.”**  **Oxymoron = terms placed together that appear contradictory. “Jumbo shrimp,” “icy hot,” “mild chile”**  **Irony – verbal, situational, dramatic** | |

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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. |