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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Regular, Honors** |
| **Week of:**  **Jan. 4 - 8** | **Unit Name:**  **Of Mice and Men** |

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| ***(1A)\**Essential Question(s):**  **After reading Of Mice and Men, do you believe in The American Dream?** | ***(1A/1B)* Connections (prior/future learning):**  **How people are stereotyped and treated today.** |
| ***(1A)* Common Core/State Standards:** | |
| ***(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:**  OM&M novel, Youtubes of songs |
| ***(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: Grammar-Colons, Semi-colons, Of Mice and Men, Cold-Call**  **This Week: Of Mice and Men – FINAL ASSIGNED** | |

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| MONDAY  ***(1C)* Learning Target:**  **Honors: With my tablemates, I will produce a Character Comparison Poster of Curley’s wife and Crooks. Regular: I will finish reading OM&M. I will comment on the ending.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Recorded Vocab. Words, Literary Elements/Rhetorical Devices**  ***(1B)*Closing Activity: Share out one comparison or contrast.** |
| TUESDAY  ***(1C)* Learning Target:**  **Honors: I will share my observations about Crooks and Curley’s wife.**  **Regular: With my tablemates, I will produce a Character Comparison Poster of Curley’s wife and Crooks. I will share out an observation.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Analyze one song for Tone and Mood on a poster, with my tablemates.**  ***(1B)*Closing Activity: Share poster.**  **HW: FINAL ASSIGNED- DUE Jan. 13 (see attached Rubric)** |
| WEDNESDAY  ***(1C)* Learning Target: I will use today productively to write my rough draft of the first essay of my Final.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Progress on Final.**  ***(1B)*Closing Activity: Listen to another song; share-out comments.** |
| THURSDAY  ***(1C)* Learning Target: I will watch the movie, OM&M.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Movie focus**  ***(1B)*Closing Activity: Initial reflection about movie.** |
| FRIDAY  ***(1C)* Learning Target: I will watch the movie, OM&M. I will participate in a discussion of the differences.**  ***(1C)* Do Now: Grammar practice** | (***1F)*Embedded Formative Assessment: Participation in discussion.**  ***(1B)*Closing Activity: Listen, comment upon, song from Dust Bowl.** |
| **Vocabulary**  **Abut**  **Garrulous**  **Raucous**  **Bedlam**  **Perplex**  **Marooned**  **Feebleminded**  **Adroit**  **Begrudge**  **Blunder**  **\*coalesce**  **\*cynic** | |
| **Latin/Greek Roots**  **Stella = star stellar, constellation, interstellar**  **Verto, versum = turn reverse advertise, universe, controversial** | |
| **Literary Elements/Rhetorical Devices – FOR THE SEMESTER (26)**  **Irony: Dramatic, Verbal, Situational Allegory**  **Dilemma Rhetoric**  **Paradox Euphemism**  **Allusion Analogy**  **Colloquial Language Connotation**  **Denotation Homily**  **Pedantic Antithesis**  **Diction = Writer’s INDIVIIDUAL word choices. Consider effectiveness, correctness, clearness, formal, informal, ornate, plain**  **Syntax = The way an author chooses to join GROUPS OF WORDS into phrases, clauses, sentences to produce effect.**  **Assonance Consonance**  **Rhythm Rhyme Scheme**  **Meter Stanza**  **Refrain Free Verse**  **Loose sentence Periodic sentence** | |

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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. |