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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Grade Regular/Honors\*** |
| **Week of:**  **Jan. 11 - 15** | **Unit Name:**  **Honors: Of Mice and Men, Animal Farm**  **Regular: Of Mice and Men** |

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| ***(1A)\**Essential Question(s):**  **What are some elements of fairy tales that are allegorical of real life?** | ***(1A/1B)* Connections (prior/future learning):**  **Background knowledge of fairy tales, Russian Revolution** | |
| **Common Core 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. Modifications in reading; peer tutoring, discussions-whole group, table** | | ***(1D)* Resources/Materials:**  **Teacher:**  **Students:** |
| ***(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? Students will share out Key Points, and have group discussions over concepts. This will reinforce concepts.**  **Daily: Cold Call**  **This Week: Finish Of Mice & Men; Animal Farm** | | |

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| MONDAY  ***(1C)* Learning Target: NO SCHOOL**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity:**  **FINAL – PERIOD 2, 3, DUE JAN. 13; PERIOD 5 DUE JAN. 13** |
| TUESDAY  ***(1C)* Learning Target: I will complete 90% of my Final.**  ***(1C)* Do Now: Lie, Lay** | (***1F)*Embedded Formative Assessment: Work on Final.**  ***(1B)*Closing Activity: Vocabulary practice** |
| WEDNESDAY  ***(1C)* Learning Target: I will present my project to the class.**  ***(1C)* Do Now: Sit, Set** | (***1F)*Embedded Formative Assessment: Finals submitted; Projects presented.**  ***(1B)*Closing Activity: Make chart of Fairy Tale components.** |
| THURSDAY  ***(1C)* Learning Target: I will present my project to the class.**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Participation in discussion.**  ***(1B)*Closing Activity: I will read the Background Information about Animal Farm.** |
| FRIDAY  ***(1C)* Learning Target: I will pass my Vocabulary Quiz**  ***(1C)* Do Now: Grammar** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: I will begin to read AF.** |
| **Vocabulary:**  **Mottled**  **Recumbent**  **Drone – talk in a monotonous tone**  **Scoff – laugh at with contempt and derision**  **Anguish – extreme distress of body or mind**  **Bristle – a stiff hair**  **Meager – deficient in amount or qualify or extent**  **Cower – crouch or curl up**  **Cringe – draw back, as with fear or pain**  **Contorted – twisted**  **\* vociferous = loud, noisy, vehement outcry**  **\*impromptu = spur of the moment** | |
| **Latin/Greek Roots:**  **Scribe/scriptum = write script, postscript, Scriptures**  **Nomen/nominis = name nominate, nomenclature** | |
| **Literary Elements: Complete list for semester is on whiteboard and in last week’s plans** | |

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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. |