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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **8th Grade Regular, Honors** |
| **Week of:** **Jan. 22 - 29** | Unit Name: Animal Farm, Grammar |

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| ***(1A)\**Essential Question(s):** **How does George Orwell’s background influence the theme and plot of Animal Farm?** | ***(1A/1B)* Connections (prior/future learning):** **Background knowledge of Stalinist Russia, totalitarianism states** |
| ***(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:** Novel, Background information about Russian history, Smartboard grammar materials |
| ***(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, Do Now Critical Thinking Question, Reading****This Week: Hyphens, Colons, Semi-colons** |

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| MONDAY***(1C)* Learning Target:** **Honors: I understand Chapter 3 of Animal Farm, and can demonstrate this by writing a one paragraph essay on what the TONE of the chapter is, and how the characters – especially the leaders – personalities are developing. TBE****Regular: I understand Ch. 2 and will write a one paragraph essay on how descriptive (figurative) language adds to the tone of the story. TBE*****(1C)* Do Now: Hyphen usage** |  (***1F)*Embedded Formative Assessment: Honors-Tone paragraph. Regular: Figurative Language paragraph*****(1B)*Closing Activity: Follow directions activity!g****HW: Honors: Read Ch. 4,5** |
| TUESDAY***(1C)* Learning Target: I understand the development of propaganda in Chap. 4 and 5, and will write a one paragraph essay on how it is affecting the MOOD of the story. TBE****Regular: I understand Ch. 3, and will demonstrate this by writing a one paragraph essay on the TONE of the chapter.*****(1C)* Do Now: Colon usage** | (***1F)*Embedded Formative Assessment: Essays on Mood and Tone due at end of class.*****(1B)*Closing Activity: Share-out of essay points****HW: Honors: Read Ch. 6, 7** |
| WEDNESDAY***(1C)* Learning Target: I understand Ch. 6 and 7. I will write a one paragraph essay that identifies words/phrases which convey emotion. I will explain how each is effective in developing TENSION in the story.****Regular: I understand Ch. 3 and will demonstrate understanding of TONE by writing a one paragraph essay, with TBE, of two examples from the text, with explanations.*****(1C)* Do Now: Semi-colon usage** | (***1F)*Embedded Formative Assessment: Essays on Tone and Tension due at end of class.*****(1B)*Closing Activity: Share-out of comments.****HW: Honors: Read Ch. 8, 9** |
| THURSDAY***(1C)* Learning Target: I understand how the theme of propaganda is perpetuated and can write a one paragraph essay on how it is effective.****Regular: I understand how propaganda is developed in Ch. 4, and respond to how it affects the animals’ personalities. I will draw a Venn diagram of one character’s personality before and now.*****(1C)* Do Now: Honors and Regular: In your Do Now book, predict how the book will end.** | (***1F)*Embedded Formative Assessment: Honors: Essay on Propoganda. Regular: Students will contribute to a class Character Analysis Class Venn Diagram of one character.*****(1B)*Closing Activity: Cold-call Vocab review****HW: HONORS: Read Ch. 10** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary quiz.*****(1C)* Do Now: Honors and Regular: 5” Review** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz*****(1B)*Closing Activity: Discussion predictions** |
| **Vocabulary – Period 5 has same words as last week****HONORS ONLY:** **Imperialism****Dystopia****Capitalism****Socialism****Communism****Utopia****Totalitarianism****Aristocracy****Monarchy****Purge****\*Rudiments****\*Appellation** |
| **Latin/Greek Roots****Porcus = pig porcine, pork, porcupine****Urbs/Urbis = city urban, suburban, suburbia** |
| **Literary Elements/Rhetorical Devices****The required semester terms on whiteboard – continue studying!** |

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| \*Refers to NMTEACH Rubric:1A-Demonstrating knowledge of content1B-Designing coherent instruction1C-Setting Instructional outcomes1D-Demonstrating knowledge of resources1E-Demonstrating knowledge of students1F-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.  |