**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, Regular and \*Honors** |
| **Week of:**  **Feb. 8 - 12** | **Unit Name:**  **Animal Farm Presentations/Flowers for Algernon, Tense Agreement** |

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| ***(1A)\**Essential Question(s):**  **How does America treat disabled and handicapped people? Veterans? Homeless people? Explain your feelings about this.** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with mentally/physically handicapped individuals; background exposure and knowledge of homelessness in our country.** |
| ***(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:**  Novel, 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? Small, group work; Rorshach test online**  **Daily: Grammar: tense agreement, clauses**  **This Week: AF Presentations, Flowers for Algernon** | |

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| MONDAY  ***(1C)* Learning Target: I will read the article on genome altering and write a one paragraph commentary about it.**  **Regular: I will make progress on my AF Final.**  ***(1C)* Do Now: Do you agree or disagree with this statement, “America treats disabled people fairly.” Explain.** | (***1F)*Embedded Formative Assessment: One paragraph essay; participation in discussion.**  ***(1B)*Closing Activity: Review Vocabulary words**  **Honors: Animal Farm Presentations** |
| TUESDAY  ***(1C)* Learning Target: I understand the author’s writing style in Flowers for Algernon. I understand the attention to detail I will have to employ to comprehend this novel. I will watch a video on Rorschach tests, and will comment on their validity.**  **Regular: I will self- and peer-edit my AF Final.**  ***(1C)* Do Now: Compare and contrast Lenny and Charlie. Be prepared to share a comment.** | (***1F)*Embedded Formative Assessment: Comprehension cold-call; sharing out of comments about Rorschach Tests.**  ***(1B)*Closing Activity: Sharing of personal experiences with disabled people.**  **Honors: Animal Farm Presentations**  **HW: Honors: Read Progress 1-8** |
| WEDNESDAY  ***(1C)* Learning Target:**  **I will review the PARCC Tutorial. To demonstrate understanding, I will take a Practice Test, (with answers on a separate sheet of paper). I understand the reasoning behind the correct response. I will discuss correct answers with my tablemates.**  ***(1C)* Do Now: I will complete the Teacher Survey. Link is on whiteboard.** | (***1F)*Embedded Formative Assessment: PARCC practice test.**  ***(1B)*Closing Activity:**  **Honors: What kind of intelligence does Charlie express: Participation in discussion.**  **Reglar: AF FINAL DUE. Animal Farm Presentations**  **Honors: Discussion on Gardner’s Intelligences: which one is most important in today’s technological world?**  **HW: HONORS – Read Progress Report 9 -10** |
| THURSDAY  ***(1C)* Learning Target: I will review and demonstrate comprehension of the Rhetorical Devices on tomorrow’s quiz. I will develop an example of each in my Do Now book.**  ***(1C)* Do Now:**  **Honors: Pop Quiz on 9 – 10**  **Regular: Do you agree or disagree with this statement, “America treats disabled people fairly.” Explain.** | (***1F)*Embedded Formative Assessment: Rhetorical Devices example.**  ***(1B)*Closing Activity:**  **Regular: AF Presentations,**  **Honors: Share out prediction about Charlie.** |
| FRIDAY  ***(1C)* Learning Target: I will pass today’s Vocabulary Quiz.**  ***(1C)* Do Now: 5” Review of Vocabulary/Rhetorical Devices** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity:**  **Honors: Contribute to group poster – Charlie’s personality characteristics.**  **Regular: Read Progress 1 Aloud for comprehension.**  **HW: HONORS: Read Progress Report 11 – 12 for TUESDAY.** |
| **Vocabulary**  **Degenerate**  **Opportunist**  **Cognition**  **Adroit**  **Blasphemous**  **Deleterious**  **frugal**  **spendthrift**  **affable**  **cordial**  **\*articulate**  **\*bovine** | |
| **Latin/Greek Roots**  **Frater/fratris brother fraternal, fraternity, friar**  **Pater/patris father patriarch, patron, paternity, patricide** | |
| **Literary Elements/Rhetorical Devices**  **Ten noted on whiteboard will be on quiz this Friday** | |

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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. |