**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:****Feb. 15 – 17 NO SCHOOL MONDAY** | **Unit Name:** **Honors: Flowers for Algernon****Regular: DEA; Poetry** |

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| ***(1A)\**Essential Question(s):** **Honors: How do Gardner’s Multiple Intelligences affect day-to-day navigation of our world? Do they help or hinder Charlie?**  | ***(1A/1B)* Connections (prior/future learning):** **Exposure to types of intelligences; relate them to yourself.** |
| **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?****Daily: Cold Call****This Week:** **Honors: Flowers for Algernon;DEA****Regular: DEA; Essays, Poetry** |

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| MONDAY – NO SCHOOL***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| TUESDAY***(1C)* Learning Target:** **HONORS: I understand the differences in intelligences. I can identify my own strengths. I will also identify and explain an emerging theme in F for A, and will write a one page, three paragraph essay, with TBE, on this.****REGULAR: I will read “After 30 Years of Surgery…” and respond to the Critical Thinking Questions.** ***(1C)* Do Now: Gerunds** | (***1F)*Embedded Formative Assessment:** **Honors: Pop Quiz over Progress Reports 9 – 11****Regular: Cold call over theme of essay.** ***(1B)*Closing Activity: Gerund practice – cold call students to formulate sentence.****HONORS HW: Essay due Wed.****REGULAR: Essay due Wed.** |
| WEDNESDAY***(1C)* Learning Target: I understand this week’s Vocabulary words. I will develop a sentence with a partner, and share it with the class.** ***(1C)* Do Now: Gerund practice** | (***1F)*Embedded Formative Assessment: Essays submitted.*****(1B)*Closing Activity: Work with partner at table to develop a sentence with a word.** |
| THURSDAY***(1C)* Learning Target:** **HONORS: I can compare and contrast Strauss with Nemur. I will write a one page, three paragraph essay on their similarities and differences.****REGULAR: I understand the meaning of tone. I will compare the tone of “Beasts of England” with “Comrade Napoleon”. I will write a one page, three paragraph essay over their similarities and differences.** ***(1C)* Do Now: Comma review** | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:** **HONORS HW: Compare/contrast essay due Fri.****REGULAR HW: Compare/contrast essay due Fri.** |
| FRIDAY ***(1C)* Learning Target:** **HONORS: I will contribute to a character analysis poster of Charlie’s parents, and can write a paragraph on how they each affected Charlie’s character development.****REGULAR: I will review the Vocabulary words. I can use three in effective sentences. I will share one out with the class.*****(1C)* Do Now: Gerund practice**  | (***1F)*Embedded Formative Assessment:** **HONORS – Participation in character analysis poster.****REGULAR – Cold call sentences.** ***(1B)*Closing Activity:** **HONORS – Share predictions****REGULAR – Discussion on opinion about government control over citizens in today’s world.** |
| **Vocabulary:****Naive****Refute****Introspective****Shrew****Specter****Tangible****Absurd****Syndrome****Impair****Erratic****\*self-effacement –to make less of oneself****\*perpetuate** |
| **Latin/Greek Roots:****Mater/matris = mother maternal, maternity****Soror/sororis = sister sorority, sororicide, sororal** |
| **Literary Elements:****Dilemma****Homily****Pedantic****Assonance****Consonance****Euphemism****Antithesis****Syntax****Loose Sentence****Periodic Sentence** |

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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.  |