**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 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. |