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

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| **Instructor’s name:** **P. Shain** | **Course/Grade:** **8th Grade Honors, Regular** |
| **Week of:** **Feb. 22 – Feb. 26** | **Unit Name:** Honors: Flowers for AlgernonRegular: Flowers for AlgernonBoth: PARCC Essay Practice |

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| ***(1A)\**Essential Question(s):** **Is keeping a journal of benefit? Why? What purpose does Charlie’s journal serve?** | ***(1A/1B)* Connections (prior/future learning):** **Experience with mentally handicapped** |
| ***(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, Unit plans |
| ***(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; one on one tutoring, reteaching****Daily: Cold call, Vocabulary****This Week: Flowers for Algernon** |

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| MONDAY***(1C)* Learning Target:** **Honors: I understand how suspense is developed in F for A. I will demonstrate this by responding to an FRQ and sharing out an answer.****Regular: I know what kind of person Charlie is, and will contribute to a character analysis chart about him.*****(1C)* Do Now:**  |  (***1F)*Embedded Formative Assessment:** **Honors: Quiz from pg. 186 up to PR 16*****(1B)*Closing Activity: Review “How Tension is Developed”****HONORS HW: Quiz over PR 16** **HONORS HW: Read from PR 16 up to Aug 26 entry** |
| TUESDAY ***(1C)* Learning Target: I comprehend the two excerpts. I will demonstrate this by responding to the essay question about how different points of view contribute to tension development.*****(1C)* Do Now: Review vocab words in essays first.** | (***1F)*Embedded Formative Assessment: PARCC essay*****(1B)*Closing Activity: Review “Author’s Structure” poster (on wall)** |
| WEDNESDAY***(1C)* Learning Target:****Honors and Regular: I understand the author’s structure. I will demonstrate this by responding to the FRQ about it, and sharing out a response.*****(1C)* Do Now: Comma splice exercise** | (***1F)*Embedded Formative Assessment: Contributing to Structure Poster*****(1B)*Closing Activity: Review Tension Development****HONORS: Quiz on PR16 – up to Aug 26 entry** |
| THURSDAY***(1C)* Learning Target:** **Honors and Regular: I understand what type of characters Charlie’s mother and father are. I will contribute to a character analysis chart about them.*****(1C)* Do Now: Handout of paragraph needing editing – work in partners to correct** | (***1F)*Embedded Formative Assessment: Discussion at tables about characters of mother and father*****(1B)*Closing Activity: Review vocab. Words – whole group** |
| FRIDAY ***(1C)* Learning Target: I will pass my Vocabulary Quiz.*****(1C)* Do Now: Share out with tablemate the vocab words for five minutes** | (***1F)*Embedded Formative Assessment: Vocab. Quiz*****(1B)*Closing Activity: Scattergories (if time allows)** |
| **Vocabulary****Dilettante - 176****Robust - 176****Compulsion (compel) – 177****Adroit – 183****Vague – 185****Corridor - 186****Churn – 187****Diminish – 188****Veneer – 195****Futile – 196****\*dearth****\*sallow** |
| **Latin/Greek Roots****Verbum = word verb, verbose, proverb****Mare = sea, ocean maritime, submarine, marine** |
| **Literary Elements/Rhetorical Devices****Same as last week’s ten, plus JUXTAPOSITION** |

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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.  |

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| **Instructor’s name:**  | **Course/Grade:**  |
| **Week of:**  | **Unit Name:**  |

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| ***(1A)\**Essential Question(s):**  | ***(1A/1B)* Connections (prior/future learning):**  |
| ***(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:**  |
| ***(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:****This Week:**  |

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| MONDAY***(1C)* Learning Target:** ***(1C)* Do Now:**  |  (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| TUESDAY***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:*****(1B)*Closing Activity:** |
| WEDNESDAY***(1C)* Learning Target:*****(1C)* Do Now:** | (***1F)*Embedded Formative Assessment:*****(1B)*Closing Activity:** |
| THURSDAY***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| FRIDAY ***(1C)* Learning Target:** ***(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment:** ***(1B)*Closing Activity:**  |
| **Vocabulary** |
| **Latin/Greek Roots** |
| **Literary Elements/Rhetorical Devices** |

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