**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:****April 25 - 29** | **Unit Name:** **Poetry Book** |

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| ***(1A)\**Essential Question(s):**  | ***(1A/1B)* Connections (prior/future learning):**  |
| **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 work, presentations** | ***(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? Check with group****Daily: Cold Call Vocabulary words; work on poems in rubric and on well-know poems****This Week: Poetry book** |

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| MONDAY***(1C)* Learning Target: I understand the mechanics of Diamante poems. I can demonstrate this by composing and presenting a group poem, and by beginning my own.*****(1C)* Do Now: Work with a partner to use three vocab words in a complete sentence.** | (***1F)*Embedded Formative Assessment: Presentation of Diamante poem.*****(1B)*Closing Activity: Class Clerihew** |
| TUESDAY***(1C)* Learning Target: I understand the mechanics of Preposition and Terse Verse poems.** ***(1C)* Do Now: Work with a partner to use three vocab words in a complete sentence.** | (***1F)*Embedded Formative Assessment: Presentation of Group Poems.*****(1B)*Closing Activity: Class Diamante; Outsiders Presentations** |
| WEDNESDAY***(1C)* Learning Target:** **Period 5: I understand the mechanics of Sensory and Acrostic poems. I can demonstrate this by composing and presenting a group poem, and by beginning my own.****Period 2, 3: I understand the mechanics of Ballads.*****(1C)* Do Now: Listen to a ballad on line. What is appealing to it?** | (***1F)*Embedded Formative Assessment: Presentation of Group Poems.*****(1B)*Closing Activity: “Odyssey of the Mind” exercise: Terse Verse; Outsiders Presentations** |
| THURSDAY***(1C)* Learning Target: I understand the mechanics of Tanka Poems. I can demonstrate this by composing and presenting a group poem, and by beginning my own.****Period 3: Vocabulary Quiz*****(1C)* Do Now:**  | (***1F)*Embedded Formative Assessment: Presentation of Group Poems.****Period 3: Quiz*****(1B)*Closing Activity: Outsiders Presentations** |
| FRIDAY – Susan In ***(1C)* Learning Target: I understand the Vocabulary words. I will pass my quiz on these and the Latin Roots.****\*\*Period 3 will take quiz THURSDAY, 4/28, and will understand the components of and work on Ballads today.*****(1C)* Do Now: Period 2, 5: 5” Study Time****Period 3: Exit Ballad Ticket** | (***1F)*Embedded Formative Assessment: Vocabulary/Latin Roots Quiz \*\*Period 3 will take quiz Thursday, 4/28*****(1B)*Closing Activity: Begin to work on individual ballads.** |
| **Vocabulary:****No new words this week.** |
| **Latin/Greek Roots:****Infans, infantis = inability to speak infant, infantile, infantry****Femina = woman feminine, female, feminism, femme fatale (French-an irrestibly** **attractive woman)** |
| **Literary Elements:****All checked on whiteboard**  |

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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.  |