**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 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. |