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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th** |
| **Week of:**  **Sept. 8 - 12** | **Unit Name:**  **Media Literacy/Buried Onions** |

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| ***(1A)\**Essential Question(s):**  Why should we be Media Literate? | ***(1A/1B)* Connections (prior/future learning):**  Exposure to commercials, magazine ads, billboards, etc. |
| **Common Core Standards**  R1 – Cite textual evidence to support an analysis of text..  R2 – Determine theme or central idea…  RI1 – Cite textual evidence that supports an analysis of [article]  W1 - …orient the reader by establishing content and point of view..  L1 – Demonstrate command of conventions of standard English grammar… |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc** | ***(1D)* Resources/Materials:**  **Teacher: Media Literacy Unit; Buried Onions novel**  **Students: Media Literacy Project materials; Novel** |
| ***(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?**  Class will participate in deconstructing and analyzing commercials and magazine ads aloud; students will listen and participate as others are asked to present the tricks they identified.  **Daily: Cold Call, Double Negatives**  **This Week: Media Literacy, Double Negatives** | |

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| MONDAY  ***(1C)* Learning Target:**  I can define this week’s Vocabulary words. I will use three of them in a cohesive paragraph *about Media Literacy.*  ***(1C)* Do Now: Double negatives paragraphs, projected** | (***1F)*Embedded Formative Assessment: Cold call – use a Vocab word in a sentence.**  ***(1B)*Closing Activity: Deconstruct projected commercial** |
| TUESDAY  ***(1C)* Learning Target: I will compose my Intro paragraph of my Media Literacy Essay**  ***(1C)* Do Now: Recognize Double Negatives** | (***1F)*Embedded Formative Assessment: Complete Intro Paragraph**  ***(1B)*Closing Activity: Completed Intro paragraph** |
| WEDNESDAY  ***(1C)* Learning Target: I will work diligently on my Media Literacy project/essay.**  ***(1C)* Do Now: Recognize double negatives** | (***1F)*Embedded Formative Assessment: Progress on ML Project/Essay**  ***(1B)*Closing Activity: Progress on ML Project** |
| THURSDAY  ***(1C)* Learning Target: I will read the Introduction to Buried Onions and comment on the culture**  ***(1C)* Do Now:** | (***1F)*Embedded Formative Assessment: Read and discuss Chapter 1 of Buried Onions.**  ***(1B)*Closing Activity:** |
| FRIDAY  ***(1C)* Learning Target: I will pass by Vocab. Quiz**  ***(1C)* Do Now: Double negative practice** | (***1F)*Embedded Formative Assessment: Vocabulary Quiz**  ***(1B)*Closing Activity: Assign Chapters 2, 3 for Monday** |
| **Vocabulary: Same as last week** | |
| **Latin/Greek Roots: Same as last week** | |
| **Literary Elements: Same as last week** | |

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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. |