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

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| **Instructor’s name:**  **Shain, Gotcher** | **Course/Grade:**  **ARM** |
| **Week of:**  **Jan. 22 - 25** | **Unit Name:**  **Hatchet** |

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| ***(1A)\**Essential Question(s):**  **How has Brian’s personality changed from the beginning of the book? Consider all character traits on the poster.** | ***(1A/1B)* Connections (prior/future learning):**  **Background experience with getting lost; camping** |
| ***(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:**  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?**  **Daily: Math drills**  **This Week: Hatfchet** | |

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| MONDAY  ***(1C)* Learning Target: I will read and comprehend Chapter 3 of Hatchet. If I finish, I will address the following, in a one paragraph essay. “Describe Gary Paulsen’s writing style. How is it unique? Is it effective? Explain.”**  ***(1C)* Do Now: Math facts** | (***1F)*Embedded Formative Assessment: Reading, responding to Chapter 3.**  ***(1B)*Closing Activity: Math activity** |
| TUESDAY  ***(1C)* Learning Target:**  ***(1C)* Do Now: Math facts** | (***1F)*Embedded Formative Assessment:**  ***(1B)*Closing Activity: Follow directions activity** |
| WEDNESDAY  ***(1C)* Learning Target: I will read and comprehend Chapter 4 of Hatchet. If I finish, I will address the following, in a one paragraph essay, with TBE, “What is The Secret? How is it making Brian feel?”**  ***(1C)* Do Now: Math facts** | (***1F)*Embedded Formative Assessment: Discussion at reading groups about “The Secret.”**  ***(1B)*Closing Activity: Math Strings** |
| THURSDAY  ***(1C)* Learning Target: Math**  ***(1C)* Do Now: Math facts/problems** | (***1F)*Embedded Formative Assessment: Assignment**  ***(1B)*Closing Activity: Math Facts** |
| FRIDAY  ***(1C)* Learning Target: I will complete my assignments from Ch. 3 and 4. If I finish, I will write a short paragraph about my prediction about what will happen to Brian.**  ***(1C)* Do Now: Math Around the World** | (***1F)*Embedded Formative Assessment: Preediction short paragraph.**  ***(1B)*Closing Activity:** |
| **Vocabulary** | |
| **Latin/Greek Roots** | |
| **Literary Elements/Rhetorical Devices** | |

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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. |