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

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| **Instructor’s name:**  **P. Shain** | **Course/Grade:**  **English 8th Honors/Regular** |
| **Week of:**  **10/27 – 31** | **Unit Name:**  **Call of the Wild/Double Negatives** |

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| ***(1A)\**Essential Question(s):**  **How are Theme and Character Development Propagated Through Action and Dialogue?** | ***(1A/1B)* Connections (prior/future learning):**  **Prior Dog Stories, Knowledge of the California Gold Rush** |
| **Common Core Standards**   * 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. * RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; .. * RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (eg through dramatic irony) create such effects as suspense or humor). * L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. * L.8.5a: Interpret figures of speech in context. * W.8.1b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. * W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.   SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence of the topic… |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc.**  **Extra time, individual assistance** | ***(1D)* Resources/Materials:**  **Teacher: Novel, Grammar Materials, Poster Material**  **Students: Novel, Grammar 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?** Students will cite piece of dialogue that supports a theme and character, and will make a group poster that reflects and explains each quote. Collaboration in explaining the citations will reinforce comprehension and relevance. I will circulate among individuals and groups to ensure appropriate quotes are cited and explained.  **Daily: Cold Call/No Opt Out**  **This Week: Theme and Character Development in COTW** | |

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| MONDAY – OLGA IN FOR ME  ***(1C)* Learning Target:** I understand this Week’s Vocabulary Words and will exhibit comprehension by using five of them in a meaningful two minute conversation with a peer.  ***(1C)* Do Now: Double Negatives** | (***1F)*Embedded Formative Assessment:** Check for correct usage in conversations. Olga to give definitions.  ***(1B)*Closing Activity:** Review Character Development poster. |
| TUESDAY – Maria In  ***(1C)* Learning Target:** I can identify a piece of dialogue that supports the theme of Survival of the Fittest, properly imbed it in a sentence, and will demonstrate understanding by explaining how the citation supports the theme on an index card. **PERIOD FOUR: MARIA TEACHES**  ***(1C)* Do Now: Double Negatives** | (***1F)*Embedded Formative Assessment**: Citation on index card with appropriate explanation.  ***(1B)*Closing Activity:** Index cards |
| WEDNESDAY  ***(1C)* Learning Target *(1C)*** I can identify an action by another character that supports character development, and imbed it in a sentence, on an index card. My group will make a group poster of five citations and will explain how each propagates character development.  **Do Now: Double negatives** | (***1F)*Embedded Formative Assessment:** Group poster.  ***(1B)*Closing Activity:** Index cards |
| THURSDAY  ***(1C)* Learning Target: :** I can identify a piece of dialogue that supports the theme of Survival of the Fittest, properly imbed it in a sentence, and will demonstrate understanding by explaining how the citation supports the theme on an index card.My group will make a thematic group poster of five citations and will explain how each propagates thematic development.  ***(1C)* Do Now: Double negatives** | (***1F)*Embedded Formative Assessment:** Citation on index card with appropriate explanation.  ***(1B)*Closing Activity:** Index cards. Each group shares a citation about Character Development and contributes to a Character Poster. |
| FRIDAY  ***(1C)* Learning Target:** I understand why an author uses dialogue, as well as narrative, to propagate a theme. I will practice writing narrative and dialogue and discuss how one is more effective than the other. I can demonstrate understanding by working with a group on a Dialogue vs. Narrative Poster.  ***(1C)* Do Now: Double Negatives** | (***1F)*Embedded Formative Assessment:** : Citation on index card with appropriate explanation.  ***(1B)*Closing Activity:** Double Negatives Pop Quiz |
| **Vocabulary:**  Oct. 27 – 31 Nov. 3 - 7  Ravenous pacify  Toil plunge  Demesne obscure  Paddocks imperious  Sated progeny  Malingerer callow  Treacherous revelation  Cunning docile  Impartial morose  Din plight  Poise vile  \*melancholy \*laconic  \*insidious \*cur | |
| **Latin/Greek Roots:**  Brachium = arm embrace, bracelet, brachiosaurus  Carpe diem! = Seize the Day! | |
| **Literary Elements:**  Virtue  Vice  Allegory = the use of events, objects, persons in a narrative to represent moral qualities, universal struggle, or ideas such as love, fear, virtue | |

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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. |