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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | 10-14 August 2015 | |
| **Unit Vocabulary:** | | | Unit 2, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | SLO test, quizlet.com, discussions, Socratic Seminar, student presentations, BYOD | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. | | | | | SLO Test - ELACC12L4  ELACCC12W7: Conduct short research projects to answer a question or solve a problem; synthesize multiple sources on the subject. | | | | | | ELACC12RL1: Cite strong and  thorough textual evidence to support analysis of what the  text says explicitly as well as Inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | How does Faulkner utilize the tragic hero character in Light in August? | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 reading and content | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How will my partner and I present our literary elements depicted in Light in August? | | | | | What are the essentials I should know in British Literature? | | | | | | How are social, political, and economic events of the time period reflected in the novel Jane Eyre | | | | How does Faulkner utilize the tragic hero character in Light in August? | | | | | What are the definitions, synonyms/antonyms, spellings, and pronunciations of the words in Unit 2 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete Voice exercise and share | | | | | * Edit Daily Grammar Practice (DGP) | | | | | | * Edit Daily Grammar Practice (DGP) | | | | * What is the definition of a tragic hero? | | | | | * Study for vocabulary quiz Unit 2, Level G | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Set up for Jane Eyre presentations * Think/Pair/Share | | | | | * Go to lab for SLO | | | | | | * Read Chapter from How to Read Literature Like a Professor about violence in literature and how Faulkner uses it in Light in August | | | | * Read Chapter from How to Read Literature Like a Professor about violence in literature and how Faulkner uses it in Light in August | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Begin presentations related to the summer reading novel Jane Eyre | | | | | * SLO Test * Finish all presentations if time and if needed * review for Jane Eyre test | | | | | | * Take test over the novel Jane Eyre * Begin Socratic Seminar for Light in August with questions prepared by individuals and groups * Finish Socratic Seminar for the book Light in August | | | | * Utilizing BYOD, look up definition of a tragic hero and discuss if a character in Light in August would qualify.   Continue Socratic Seminar over novel Light in August | | | | | * Take Unit 2 vocabulary quiz * In groups previously selected, select best Socratic Seminar questions for the book Jane Eyre | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 1 vocabulary quiz * SLO test * computer/overhead * Quizlet.com * Handout of Unit 2 vocabulary | | | | | * DGP handout * overhead/computer/resources for students' presentations | | | | | | * DGP handout * Socratic Seminar questions prepared by students | | | | * BYOD * novel Light in August * How to Read Literature Like a Professor | | | | | * computer * overhead projector * unit 1 vocabulary quiz * socratic seminar guidelines | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: computer-review of vocabulary | | | | | * Product: students produced presentations over material in Light in August | | | | | | * Content: Socratic Seminar | | | | * Content: questions for Socratic Seminar over novel Light in August | | | | | * Content: quizlet review of vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | | * Partners for presentations | | | | | |  | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Vocabulary quiz * SLO Test | | | | | * rubric for partner presentations | | | | | | * Informal | | | | * informal and test | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist for review | | | | ***Formative:*** | | | | rubric for presentations | | ***Formative:*** | | | observational checklist | ***Formative:*** | discussion | | | | ***Formative:*** | | observational checklist of Socratic Seminar |
| ***Summative:*** | SLO and Unit 1 vocabulary | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** | novel test | | | | ***Summative:*** | | Unit 2 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Prepare presentations with partners, real How to Read Literature Like a Professor | | | | | Read How to Read Literature Like a Professor | | | | | | Read How to read Literature Like a Professor | | | | Study for Unit 2 vocabulary quiz  read How to Read Literature Like a Professor | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | Aug 10-14, 2015 | |
| **Unit Vocabulary:** | | | Unit 2, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | KWL Chart, video clips, PowerPoint, Think/Pair/Share, creative presentation, quizlet.com, group work, discussion | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| ELACC12L4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. | | | | | SLO Test - ELACC12L14  ELACC12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | | | | ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | | ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | | | | | ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What are the traits of Old English and how are they different from Modern English? | | | | | How will I do on the Grade 12 SLO test?  What are the traits of Old English and how are they different from Modern English? | | | | | | What qualities does an epic hero possess and does the Anglo-Saxons have an epic hero? | | | | What does the monster Grendel represent to the Anglo-Saxons? | | | | | What are the definitions, synonyms/antonyms, and pronunciations of the words in Unit 2 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 2 vocabulary | | | | | * Complete ex. 2 of Unit 2 Vocabulary and DGP | | | | | | * Complete ex. 3 of Unit vocabulary and DGP | | | | * Complete rest of vocabulary Unit 2 and puzzle packet for review and DGP | | | | | * Study for Unit 2 vocabulary test | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Edit DGP week One | | | | | * Complete KWL chart about the Anglo-Saxon time period | | | | | | * Define epic hero and watch PowerPoint of modern heroes | | | | * Begin presentations of Boasts | | | | | * Review using Quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Translate Old English into Modern English * Watch video clip of life during the Anglo-Saxon time period * Answer questions on handout about the snapshot and historical background of the Anglo-Saxons with partner | | | | | * SLO test * When finished complete Vocabulary Unit 2, ex. 2 * Edit DGP | | | | | | * Discuss what is our definition of a hero, and how does it differ from an epic hero utilizing Think/Pair/Share * Begin reading of Beowulf from textbook * **Discuss/Assign writing a boast** | | | | * Compare Beowulf's boast with individual boasts presented * Discuss what Beowulf's boast show about the values of the Anglo-Saxon culture? * Continue reading Beowulf from the text | | | | | * Take Unit 2 vocabulary quiz * When finished, complete puzzle handout until all are finished * Finish Beowulf | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * KWL Chart * DGP Week One * Unit 2 Vocabulary packet * textbook | | | | | * SLO test * Unit 2 vocabulary packet * Textbook * Daily Grammar DGP handout | | | | | | * Vocabulary packet Unit 2 * Computer * Overhead Projector * textbook * Think/Pair/Share | | | | * Individual boasts to present * Vocabulary packet Unit 2 * textbook | | | | | * Unit 2 vocabulary quiz * quizlet.com * puzzle | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Answer questions with a partner or groups | | | | | * Content:interaction with daily grammar practice (DGP) | | | | | | * Content: Think/Pair/Share | | | | * Product: Boasts created and presented in Anglo-Saxon fashion | | | | | * Content: review using visual and auditory methods | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | | * Partners | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * KWL chart | | | | | * SLO Test | | | | | | * Think/Pair/Share | | | | * Presentations | | | | | * vocabulary review | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Observational checklist for vocabulary and DGP | | | | ***Formative:*** | | | | Complete KWL chart | | ***Formative:*** | | | Think/Pair/Share | ***Formative:*** | checklist for vocabulary | | | | ***Formative:*** | | vocabulary review |
| ***Summative:*** |  | | | | ***Summative:*** | | | | SLO | | ***Summative:*** | | |  | ***Summative:*** | rubric for boast | | | | ***Summative:*** | | Unit 2 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | | Write and illustrate boast | | | | Study for Unit 2 vocabulary quiz | | | | |  | | |
| Resources and Reflective Notes: | | | | | | | ALL LESSON PLANS ARE TENTATIVE AND SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR. THE INSTRUCTOR FIRMLY BELIEVES THAT  IMPROMPTU “TEACHABLE MOMENTS” SHOULD NOT BE DISMISSED AT THE EXPENCE OF “FOLLOWING THE PLAN.” AS A RESULT IT IS NOT UNUSUAL FOR  PORTIONS OF THE LESSON PLAN TO BE OFF BY ONE DAY AT THE MOST BY THE END OF THE WEEK. ALL PLANS THAT MAY FALL BEHIND DUE TO A  “TEACHABLE MOMENT”, INTERUPTIONS TO CLASS DUE TO FIRE DRILLS, PEP RALLIES, CLASS MEETINGS, CLUB DAYS, COPY MACHINE MALFUNCTIONS,  ABSENCES, ETC… WILL BE MADE UP ON SUBSEQUENT TEACHING DAYS. | | | | | | | | | | | | | | | |