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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | August 25-29, 2014 | |
| **Unit Vocabulary:** | | | Unit 3, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion, Socratic Seminar, test, quizlet.com for vocabulary review, writing prompt | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grade12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively | | | | | ELACC12SL1a:Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas | | | | | | 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 | | | | ELACC12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades12 content, choosing flexibly from a range of strategies | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How does Jane Eyre have Victorian, Romantic, and Gothic elements? | | | | | What is a bildungsroman novel, and does Jane Eyre fit the definition? | | | | | | REVISED: Why do novelists leave locations blank during this time period of Jane Eyre?  What are the elements and components of the novel Jane Eyre? | | | | How will I analyze and respond to the AP prompt on the novel Jane Eyre? | | | | | What are the definitions, synonym/antonyms, pronunciations, and spelling of words in Unit 3 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Discuss time period and philosophical viewpoints of Jane Eyre | | | | | * Define bildingsroman and discuss how it fits Jane Eyre | | | | | | * DUE TO NOT FINISHING DISCUSSION YESTERDAY, SOCRATIC SEMINAR WILL CONTINUE TODAY!     **Discuss why authors during the time period left names blank**   * Ask final questions about the novel Jane Eyre | | | | * Discuss requirements for writing assignment | | | | | * Study for Unit 3 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Set up for Socratic Seminar for Jane Eyre | | | | | * Set up for Socratic Seminar | | | | | | * Get materials ready for novel test Jane Eyre * Continue set up for Socratic Seminar | | | | * Read prompt and decide writing strategy | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Begin Socratic Seminar for Jane Eyre * Read How to Read Literature Like a Professor if time | | | | | * Continue Socratic Seminar * with questions prepared for discussion | | | | | | * REVISED: * Continue Socratic Seminar * When finished, go to lab 126 and with partner research topics chosen to discuss * Take test on novel Jane Eyre * When finished, read the book How to Read Literature Like a Professor | | | | * Write essay following AP prompt used with novel Jane Eyre * When finished peer edit essay following guidelines on handout * Read How to Read Literature Like a Professor | | | | | * Take Unit 3 vocabulary quiz * When finished, read book How to Read Literature Like a Professor | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Jane Eyre novel * questions for Socratic Seminar | | | | | * Jane Eyre novel * questions for Socratic Seminar | | | | | | * Jane Eyre test * book How to Read Literature Like a Professor | | | | * AP prompt for Jane Eyre * book How to Read Literature Like a Professor | | | | | * quizlet.com for review * computer/overhead projector | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Socratic Seminar | | | | | * Content: Socratic Seminar | | | | | | * REVISED: Content: Socratic Seminar * Product: web-based research * Content: novel test - tomorrow | | | | * Content: interpretation of essay prompt | | | | |  | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
|  | | | | |  | | | | | | * Pairs | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal | | | | | * Informal | | | | | | * novel test - REVISED - Checklist | | | | * Essay rubric | | | | | * vocabulary quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Checklist of participation in Socratic Seminar | | | | ***Formative:*** | | | | Socratic Seminar participation | | ***Formative:*** | | | observational checklist of reading book -REVISED  Checklist of participation in Socratic Seminar | ***Formative:*** | informal observation of essay writing | | | | ***Formative:*** | | Turn in vocabulary packet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | Jane Eyre novel test - REVISED - NONE | ***Summative:*** | rubric for essay | | | | ***Summative:*** | | Unit 3 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | | Study for Jane Eyre novel test | | | | | | Study for Jane Eyre Test | | | | Study for Unit 3 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. | | | | | | | | | | | | | | | |

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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2, 4 | **Week of:** | | August 25-29, 2014 | |
| **Unit Vocabulary:** | | | Unit 3, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | video clips, group work, Jeopardy game for review, PowerPoint | | | | | | | | | | | | | | | | |
| **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)**: | | |
| 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). | | | | | ELACC12RL1: Cite strong and  Thorough textual evidence to support analysis of what the text says implicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | | ELACC12RL1: Cite strong and  Thorough textual evidence to support analysis of what the text says implicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | ELACC12W3:Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 12 reading and content, choosing flexibly from a range of strategies | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| What does the dragon represent in the Anglo-Saxon culture? | | | | | How does the literature of the Anglo-Saxons reflect the social, political, and economic events of the time? | | | | | | What are the key components of the Anglo-Saxon Unit? | | | | Grendel represented the problems facing the Anglo-Saxon culture, so what is a problem or modern-day Grendel you have faced? | | | | | What are the definitions, spellings, parts of speech, and pronunciations of words in Unit 3 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 3 * Vocabulary | | | | | * Complete ex. 2 of Unit 3 vocabulary | | | | | | * Complete ex. 3 of Unit 3 vocabulary | | | | * Complete all of unit 3 and puzzle packet for review | | | | | * Study for Unit 3 quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Reshow clip of translation * Show video clip of Beowulf and the dragon | | | | | * Activating Strategies: Students will answer directed questions and play game to review for test (Students did not finish review yesterday). Finish worksheets then do review. | | | | | | * Review - Jeopardy on computer * Students will make sure they have materials needed for unit test | | | | * Watch PowerPoint of heroes and discuss what makes a hero | | | | | * review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Students will read the final section of Beowulf in text * In groups of NLT three and NMT four, students will gather answers about the history of the time period from the textbook and worksheet The Battle with Grendel's Mother | | | | | * Review for Anglo-Saxon unit test * Review literary terms for test using puzzles * Finish Introduction (historical background) sheet started yesterday) | | | | | | * Take Anglo-Saxon unit test * When finished, complete ex. 3 of Unit 3 vocabulary unit * If finished, begin reading novel 1984 | | | | * Discuss MLA format and requirements for essay * Write essay following guidelines given about a Grendel (problem) faced in one's life * If finished, peer-edit two other students' essays following guidelines on handout | | | | | * Take Unit 3 vocabulary quiz * when finished complete puzzle. When all are finished either type essay in lab or read novel 1984 | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 3 vocabulary packet * computer/overhead screen * video clips | | | | | * review sheet for test * Jeopardy game for review * computer/overhead * vocabulary packet Unit 3 | | | | | | * Vocabulary Unit 3 * Anglo-Saxon Unit test * scantron * computer/overhead/ jeopardy/review | | | | * Unit 3 vocabulary packet * puzzle packet for review * essay guidelines handout | | | | | * computer * overhead projector * quizlet.com * Unit 3 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * content: visual representation | | | | | * Content:varied supplementary materials | | | | | | * Content: Unit test | | | | * Product: essay following guidelines | | | | | * Content: review using quizlet.com | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed multiple-ability groups | | | | |  | | | | | |  | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * observational checklist of vocabulary | | | | | * check off of vocabulary exercise | | | | | | * Unit test | | | | * essay rubric | | | | | * 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 | | | | ***Formative:*** | | | | vocabulary checklist | | ***Formative:*** | | | checklist for vocabulary exercises | ***Formative:*** | checklist for vocabulary | | | | ***Formative:*** | | review using quizlet |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | Unit One Anglo-Saxon literature test | ***Summative:*** | rubric for essay | | | | ***Summative:*** | | Unit 3 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | | Study for Anglo-Saxon unit test | | | | | |  | | | | Review for Unit 3 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. | | | | | | | | | | | | | | | |