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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 1st | **Week of:** | | 1/2-6, 2017 | |
| **Unit Vocabulary:** | | | Unit 1, Level G FIRST PERIOD FOLLOWS THIS CLASS | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | picture journal, grammar instruction, vocabulary exercises, computer review, preentations, creative writing | | | | | | | | | | | | | | | | |
| **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)**: | | |
| WORKDAY | | | | | ELACC12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback | | | | | | ELACC12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | ELACC12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | | | | 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 are thepolicies and procedures of Mrs.Dial's English 12 class? | | | | | | What are the basics one needs to know in doing Daily Grammar Practice (DGP) | | | | What was the first English spoken? | | | | | What are the definitions of the words in Unit 1 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
|  | | | | | * View pictures on overhead and choose one that best represents your status as a senior and write 1/2 page about why you chose the picture for you. | | | | | | * Complete ex 2 of Unit 1 vocabulary | | | | * Complete all of Unit 1 vocabulary exercises as well as a puzzle packet for review for tomorrow's quiz | | | | | * Study vocabulary before quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
|  | | | | | * Share journal entries with the class | | | | | | * Hand out explanation packet for Daily Grammar Practice and go over | | | | * Discuss the different English evolutions that have occurred from Old English to modern | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
|  | | | | | * Complete handouts and read policies and procedures and answer questions * Inroduce words in Vocabulary Unit 1 and complete ex. 1 | | | | | | * Complete DGP ex. 1 together * DIscuss project "The Colors of My World" that will be due Friday - handout is provided * Explain online textbook procedures | | | | * Finish DGP for the week * Work on creating, typing, and illustrating "The Colors of my World" poem - following guidelines on handout | | | | | * Take vocabulary Unit 1 quiz * present The colors of my Life poems | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
|  | | | | | * PowerPoint for pictures * overhead projector * vocabulary Unit 1 packet * all handouts for first day of class | | | | | | * vocabulary packet * DGP packet and handout * **The Colors of my World handout** | | | | * Computers * vocabulary packet * DGP handout * Colors materials | | | | | * overhead projector * computer * Vocabulary Unit 1 quiz * quizlet.com | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
|  | | | | | * Content: choice of picture and writing | | | | | | * Product: The Colors of My World | | | | * Product: The Colors of My World | | | | | * Content: review that appeals to auditory, visual, and tactile learners | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
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| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * Informal | | | | | |  | | | |  | | | | | * quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | share journal | | ***Formative:*** | | | Observational checklist | ***Formative:*** | observational checklist | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Vocabulary Unit 1 quiz  Colors completions and presentation |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
|  | | | | |  | | | | | |  | | | | Study for Unit One Quiz  Complete poem following given guidelines to be presented Friday | | | | |  | | |
| 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):** | | AP English | | / | 2nd | **Week of:** | | January 2-6, 2017 | |
| **Unit Vocabulary:** | | | AP vocabulary List 8 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion, review, Socratic Seminar, computer review | | | | | | | | | | | | | | | | |
| **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)**: | | |
| WORKDAY | | | | |  | | | | | |  | | | |  | | | | |  | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
|  | | | | | What is the main theme in the novel Jane Eyre? | | | | | | What lessons can we learn today from reading the novel Jane Eyre? | | | | What is the point of view from the novel Jane Eyre and how is it effective? | | | | | What topic from the novel Jane Eyre does my group plan to prepare? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
|  | | | | | * Turn in Study guide questions and go over | | | | | | * Prepare for Socratic Seminar | | | | * Prepare for Socratic Seminar | | | | | * Prepare group lesson for novel Jane Eyre | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
|  | | | | | * Pass out AP List 1 and 2 vocabulary words and go over | | | | | | * Get in Socratic Circle | | | | * Get in circle | | | | | * Prepare presentations | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
|  | | | | | * Discuss any changes in class structure from first semester * Create at least ten questions for a Socratic Seminar for the novel Jane Eyre * Go over handouts given for the novel Pride and Prejudice and discuss | | | | | | * Each student will ask a question and the class will respond * All students should have asked several questions * Discuss essential question | | | | * Continue questioning until we have finished the discussion and all students have asked several questions * Discuss the essential question | | | | | * Discuss themes, literary techiques, and Charlotte Bronte | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
|  | | | | | * Vocabulary AP List 1 and 2 * novel handouts | | | | | |  | | | |  | | | | |  | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
|  | | | | | * Content: Prepared questions and discussion | | | | | | * Content:Socratic Seminar | | | | * Content: Socratic Seminar | | | | | * Content: review appealing to visual and auditory learners | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
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| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | * informal | | | | | | * Informal | | | | * Informal | | | | | * quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** |  | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | observational checklist | ***Formative:*** | observational checklist | | | | ***Formative:*** | | group preparation for presentat |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | |  |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
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| 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. | | | | | | | | | | | | | | | |