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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Nov 3-7, 2014 | |
| **Unit Vocabulary:** | | | Unit 12, Level G and Unit 13, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | dramatic reading,, discussions, quizlet.com, overhead projector, video, student presentations | | | | | | | | | | | | | | | | |
| **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)**: | | |
| 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. | | | | | ELACC12RL4: 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. (Include Shakespeare as well as other authors.) | | | | | | ELACC12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.) | | | | | 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 | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Who ends up King of Denkmark in Hamlet? | | | | | How does my modern soliloquy compare to Hamlet's in Act III? | | | | | | How will I answer the prompt of the essay from Hamlet | | | | How is the movie Hamlet different and similar to the play? | | | | | What are the definitions of Unit 13 vocabulary words? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study and review for Unit 12 quiz not given Friday due to Poe Day | | | | | * Study and prepare for Act IV quiz of Hamlet | | | | | | * Prepare 34 Second Hamlet | | | | * Discuss and review literary elements of Hamlet | | | | | * Study for Unit 13 quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review using Quizlet.com | | | | | * Review by question and answer | | | | | | * Hurl Shakespearean insults in jest | | | | * see handout of literary elements in Hamlet and locate elements in passages | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take Unit 12 Vocabulary quiz * When finished, dramatic role-playing of parts to finish Hamlet * Answer all study guide questions * Prepare study guide for Hamlet test | | | | | * After discussion, take quiz over appropirate Act of Hamlet * Read/role play Act V of Hamlet if not finished yesterday * Answer reading guide questions * Take test over Hamlet if ready | | | | | | * Give prompt and time students to write for one hour | | | | * Begin watching segments or all of Hamlet the movie * Compare/Contrast to play | | | | | * Take quiz on Unit 13 vocabulary * Continue watching movie of Hamlet | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 12 vocabulary and Unit 13 to be done by Friday * Study guide for Hamlet * Literary terms for Hamlet * Watch video clip | | | | | * Unit 13 vocabulary packet * Hamlet Act Packet * Study Guide for appropriate act of Hamlet * Test over Hamlet if ready | | | | | | * handout for 34 second Hamlet * handout of insults * AP prompt for writing | | | | * literary worksheet for Hamlet * movie for Hamlet | | | | | * Unit 13 vocabulary quiz * quizlet.com * projector * computer | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: role-playing Hamlet | | | | | * Content: Role-playing Hamlet * Product: written/presented modern soliloquy based on format of Hamlet's | | | | | | * Content: acting of 34 second Hamlet | | | | * Content journal entry/role-playing * Product: advice for freshmen or siblings | | | | | * Content: visual and auditory review of vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * role-playing for each act | | | | |  | | | | | | * role-playing | | | | * discussion | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * observational checklist | | | | | * informal/formal | | | | | | * role-playing | | | | * informal | | | | | * informal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | role-playing of Hamlet | ***Formative:*** | locate literary elementsl | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** | Unit 12 vocabulary quiz | | | | ***Summative:*** | | | | Hamlet test either today or tomorrow depending on if finished with play and review | | ***Summative:*** | | | Test over Hamlet if not given yesterday | ***Summative:*** |  | | | | ***Summative:*** | | Unit 13 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Invisible Man and answer reading guide questions  Write/prepare for presentation  modern soliloquy based on Hamlet | | | | | Read Invisible Man and answer reading guide questions  study for Hamlet test if not given today | | | | | | Read Invisible Man and answer reading guide questions | | | | Study for Unit 13 vocabulary quiz  Complete Unit 13 vocabulary packet  Read Invisible Man | | | | | Read Invisible Man and answer reading guide questions | | |
| 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:** | | November 3-7, 2014 | |
| **Unit Vocabulary:** | | | Unit 13, Level G -DID NOT GET TO DO MOST OF THE PLANS FROM LAST WEEK DUE TO POE WEEK, SO HAMLET ACTIVITIES WILL BE REPEATED FOR THIS WEEK | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | role-playing, review, write advice, video clips, quizlet.com, improv | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC112SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.) | | | | | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by | | | | | | ELACC12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by | | | | 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. | | | | | ELACC11-12L4: 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 | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Why does Hamlet feel he must test the loyalty of those around him? | | | | | Where is the climax in Act III of Hamlet? | | | | | | Why is Ophelia so brutual to Opelia, and does she derserve it? | | | | Is Hamlet's mother to blame for the way he is acting? | | | | | What are the definitions of Unit 13 vocabulary words? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Study/review/take Unit 12 vocabulary quiz not given Friday due to Poe Day * Complete ex. 1 of Unit 13 vocabulary * Complete grammar DGP | | | | | * Complete ex 2 of Unit 13 vocabulary * Complete grammar DGP | | | | | | * Complete ex. 3 of Unit 13 vocabulary * Complete grammar DGP | | | | * Complete all of packet for Unit 13 vocabulary and puzzle packet for review * Edit DGP | | | | | * Study for Unit 13 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Get in roles for Hamlet | | | | | * Historical background of Hamlet and Shakespeare | | | | | | * Listen to video of advice as well as read an advice column | | | | * Watch video clip from Hamlet for review | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Handout for writing of modern soliloquy based on Hamlet when each class is finished with Act III * Take quiz not taken Friday over appropriate Hamlet act * Read/role play Hamlet * Answer reading guide questions | | | | | * Continue Hamlet- assign parts and role-play * Answer reading guide questions * Quiz after the completion of each act | | | | | | * Role-play/read Hamlet * Answer reading guide questions * Take quiz after each finished * act * write advice for sibling or freshmen | | | | * Role-play/read Hamlet * answer reading guide questions * Review for Hamlet test if ready and take this week or beginning of next week | | | | | * Take unit 13 vocabulary quiz * Catch up on Hamlet reading/role playing/answering study guide questions and * preparing for test | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 13vocabulary packet * Unit 12 vocabulary quiz not given Friday * Handout for modern soliloquy assignment * DGP handout | | | | | * Unit 13 vocabulary packet * computer * overhead projector * Hamlet packet * Hamlet video for review | | | | | | * Unit 13 vocabulary packet * Hamlet packet * reading guide * quiz when needed * Hamlet test review sheet for test after each class has finished reading Hamlet | | | | * Unit 13 vocabulary packet * Hamlet packet * reading guide for appropriate act * quiz over the finished act when needed * overhead projector/video | | | | | * computer/overhead projector * Unit 13 vocabulary quiz * Hamlet packet if needed | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: improv skits | | | | | * Content: role-playing Hamlet | | | | | | * Content: role-playing Hamlet | | | | * Content: role--playing Hamlet * vocabulary puzzle-packet | | | | | * Content: role-playing Hamlet | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed-ability role-playing | | | | | * mixed-ability role-playing | | | | | | * mixed-ability role-playing | | | |  | | | | |  | | |
| ***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 | | | | * formal/informal | | | | |  | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | observational checklist | ***Formative:*** |  | | | | ***Formative:*** | | observational checklist |
| ***Summative:*** | Hamlet quiz | | | | ***Summative:*** | | | | Hamlet quiz if needed | | ***Summative:*** | | | Hamlet quiz if needed | ***Summative:*** | Hamlet quiz if needed | | | | ***Summative:*** | | Unit 13 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Answer reading guide for Hamlet act | | | | | Answer reading guide for Hamlet act | | | | | | Answer reading guide for Hamlet act | | | | Study for Unit 13 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. | | | | | | | | | | | | | | | |