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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Oct 20-24, 2014 | |
| **Unit Vocabulary:** | | | Unit 11, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | dramatic reading, journal, discussions, quizlet.com, think/pair/share, overhead projector, video clips | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC112RL7: 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 | | | | | 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.) | | | | | | 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. | | | | | 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:** | | |
| What type of advice would be offered to an upcoming high school sibling or an upcoming Freshman? | | | | | What are the language elements of Hamlet that make it beautiful? | | | | | | Is it okay for parents to spy on their children/teenagers to find out what they are in to? | | | | Why is breaking up with someone so hard to do? | | | | | What are the definitions of words in Unit 11 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Read some common advice lists found in everyday life and compare to advice given in Hamlet | | | | | * Read and discuss about blank verse and Shakespeare's use of language | | | | | | * Class discussion about whether parents can spy on teenagers * Think/Pair/Share | | | | * Write a journal entry about breaking up with someone and returning all of his/her mementos | | | | | * Study for Unit 11 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Discuss advice project of offering advice either to a younger sibling or an upcoming ninth grader | | | | | * Watch excerpt from BBC film about Hamlet to summarize what has been already read | | | | | | * Watch video clip from Hamlet | | | | * Share journal entries with class * Watch video clip about why we broke up | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take Unit 10 vocabulary quiz not taken Friday * Finish dramatic reading/role-playing of Act I Hamlet * **Answer reading guide questions for Act I** | | | | | * After discussion, take quiz over Act I Hamlet * Read/role play Act I I of Hamlet * Answer reading guide questions * Prepare for Poe Day | | | | | | * Continue role-playing/reading Act II if needed or start Act III * Answer reading guide questions for the act being read * prepare for Poe day | | | | * Continue role-playing of Hamlet * Answer appropriate reading guide questions * Take quiz after each act that is finished * Type advice tips in lap 230 * Plan Poe Day | | | | | * Take Unit 11 vocabulary quiz * Present advice for siblings or freshmen * Read/role-play Hamlet * answer reading guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 11 vocabulary * Study guide for Act I Hamlet * Literary terms for Hamlet * Watch video about | | | | | * Unit 11 vocabulary packet * Hamlet Act II Packet * Study Guide for Act II | | | | | | * Hamlet Act II or III packet * reading guide for appropriate packet * quiz after the finished act * discussion handout * computer/overhead projector * video clip | | | | * Hamlet packet * reading guide packet * Journal handout | | | | | * Unit 11 vocabulary quiz * quizlet.com/computer overhead projector * scantron for quiz * Hamlet packet * reading guide for Hamlet | | |
| **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: advice for younger siblings or freshmen | | | | | | * Content: video and role-playing | | | | * Content journal entry/role-playing * Product: advice for freshmen or siblings | | | | | * Content: review for audio/tactile, and visual learners | | |
| ***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 for each act | | | | | | * role-playing for each act | | | | * role-playing for each act | | | | |  | | |
| ***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 | | | | * Journal completion | | | | | * informal/formal | | |
| **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:*** | journal | | | | ***Formative:*** | | vocabulary review |
| ***Summative:*** |  | | | | ***Summative:*** | | | | Act I Hamlet quiz | | ***Summative:*** | | | Quiz Act II Hamlet if needed | ***Summative:*** | Hamlet quiz if needed | | | | ***Summative:*** | | Unit 11 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Invisible Man and answer reading guide questions | | | | | Read Invisible Man and answer reading guide questions | | | | | | Read Invisible Man and answer reading guide questions | | | | Study for Unit 11 vocabulary quiz  Complete Unit 11 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:** | | October 20-24, 2014 | |
| **Unit Vocabulary:** | | | Unit 11, Level G | | | | | | | | | | | | | | | | | | | |
| **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. | | | | | 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:** | | |
| How will students prepare several improv situations related to Hamlet? | | | | | What type of advice would be offered to an upcoming high school sibling or an upcoming Freshman? | | | | | | What type of advice would be offered to an upcoming high school sibling or an upcoming Freshman? | | | | What role does the ghost play in Hamlet? | | | | | What are the definitions of the words in Unit 11 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 11 vocabulary | | | | | * Complete ex 2 of Unit 11 vocabulary | | | | | | * Complete ex. 3 of Unit 11 vocabulary | | | | * Complete all of packet for Unit 11 vocabulary and puzzle packet for review | | | | | * Study for Unit 11 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Assign four different groups scenarios to act out improvisationally * Present skits and discuss | | | | | * Historical background of Hamlet and Shakespeare | | | | | | * Listen to video of advice as well as read an advice column | | | | * Review for 1984 quiz * Watch video clip from Hamlet for language and review | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * **Complete ex. 1 of Unit** * answer survey questions related to Hamlet * Discuss answers to questions | | | | | * Begin Hamlet Act I - assign parts and role-play * Answer reading guide questions * Quiz after the completion of each act * Poe Day planning | | | | | | * Role-play/read Hamlet * Answer reading guide questions * Take quiz after each finished * act * write advice for sibling or freshmen * Plan Poe Day | | | | * Take 1984 test * Role-play/read Hamlet * answer reading guide questions * Present advice * Plan Poe Day | | | | | * Take Unit 11 vocabulary quiz * Plan Poe Day * Role-play Hamlet | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 11 vocabulary packet * list of survey questions * improv slips to act out | | | | | * Unit 11 vocabulary packet * computer * overhead projector * advice video * handout of advice column * Hamlet packet * reading guide | | | | | | * Unit 11 vocabulary packet * Hamlet packet * reading guide * quiz when needed | | | | * Unit 11 vocabulary packet * Hamlet packet * reading guide for appropriate act * quiz over the finished act when needed * overhead projector/video | | | | | * computer/overhead projector * Unit 11 vocabulary quiz * Hamlet packet * reading guide questions | | |
| **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: vocabulary review for audio and visual learners | | |
| ***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:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | |  | ***Summative:*** | 1984 test | | | | ***Summative:*** | | Unit 11 quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read 1984 prepare for test Thursday | | | | | Read 1984 prepare for test | | | | | | Read 1984 prepare for test | | | | Study for Unit 11 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. | | | | | | | | | | | | | | | |