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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | Oct 27-31, 2014 | |
| **Unit Vocabulary:** | | | Unit 12, 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. | | | | | 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. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| Where is the climax in the play Hamlet? | | | | | Why does Hamlet feel he must test the loyalty of those around him? | | | | | | Why is Hamlet so brutal to Ophelia, and does she deserve it? | | | | Why is breaking up with someone so hard to do? | | | | | How has my class prepared for our Poe presentation? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Discuss whether Hamlet has a right to | | | | | * Handout modern soliloquy assignment and go over | | | | | | * 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 | | | | | * Get materials together for Poe presentation | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
|  | | | | | * 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 | | | | | * Get ready to go to new PAC | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take Hamlet quiz not taken Friday * Finish dramatic reading/role-playing of Act III Hamlet * **Answer reading guide questions for Act III** | | | | | * After discussion, take quiz over appropirate Act of Hamlet * Read/role play Act IV of Hamlet * Answer reading guide questions * Prepare for Poe Day | | | | | | * Continue role-playing/readingappropriate act iof Hamlet * 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 modern soliloquy in lab 230 * Plan Poe Day | | | | | * POE DAY for school in new PAC | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 12 vocabulary * Study guide for Hamlet * Literary terms for Hamlet * Watch video clip | | | | | * Unit 12 vocabulary packet * Hamlet Act Packet * Study Guide for appropriate act of Hamlet | | | | | | * Hamlet 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 | | | | | * materials students will use in their presentations/skits | | |
| **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 | | | | | * Product: Skit for Poe Day | | |
| ***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 | | |
| **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:*** | | observational checklist |
| ***Summative:*** |  | | | | ***Summative:*** | | | | Hamlet quiz | | ***Summative:*** | | | Quiz after each act of Hamlet if needed | ***Summative:*** | Hamlet quiz if needed | | | | ***Summative:*** | |  |
| **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 12 vocabulary quiz  Complete Unit 12 vocabulary packet  Read Invisible Man | | | | | Read Invisible Man and answer reading guide questions  Study for Unit 12 quiz if not taken today | | |
| 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 27-31, 2014 | |
| **Unit Vocabulary:** | | | Unit 12, 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. | | | | | 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. | | |
| **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? | | | | | How has my class prepared for Poe Day? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 12 vocabulary | | | | | * Complete ex 2 of Unit 12 vocabulary | | | | | | * Complete ex. 3 of Unit 12 vocabulary | | | | * Complete all of packet for Unit 12 vocabulary and puzzle packet for review | | | | | * Get materials ready for class presentation | | |
| **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 | | | | | * Get ready to move to new PAC | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * 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 * 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 | | | | * Role-play/read Hamlet * answer reading guide questions * Present advice * Plan Poe Day | | | | | * Attend Poe Day in new PAC | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 12 vocabulary packet * list of survey questions * improv slips to act out | | | | | * Unit 12 vocabulary packet * computer * overhead projector * advice video * handout of advice column * Hamlet packet * reading guide | | | | | | * Unit 12 vocabulary packet * Hamlet packet * reading guide * quiz when needed | | | | * Unit 12 vocabulary packet * Hamlet packet * reading guide for appropriate act * quiz over the finished act when needed * overhead projector/video | | | | | * materials needed for class presentations | | |
| **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 | | | | | * Process: Presentations/skits/videos for Poe Day | | |
| ***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:*** | |  |
| **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 12 vocabulary quiz if not given Friday then Monday | | | | | Study for Unit 12 vocabulary if not given 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. | | | | | | | | | | | | | | | |