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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 1st, 4th | **Week of:** | | October10-14, 2016 | | |
| **Unit Vocabulary:** | | | | Renaissance and Hamlet vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | role-play drama,, puzzle packet, kahoot.com and quizlet.com, video clips, quizzes, Achieve 3000, Freytag's pyramid, survey, creative parody of Hamlet soliloquy | | | | | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | | **Day 2** | | | | | | | **Day 3** | | | | | **Day 4** | | | | | | **Day 5** | | | |
| **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | | | | | **GSE/GPS Standard(s)**: | | | | | **GSE/GPS Standard(s)**: | | | | | | **GSE/GPS Standard(s)**: | | | |
| 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. | | | | | | ELACC12RL5: Analyze how an author’s choices concerning how to structure specific parts of  a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact | | | | | | | ELACC11-12RL1: 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. | | | | | 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 | | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What role and purpose does the ghost serve in the play Hamlet? | | | | | | How can I complete a plot diagram of Hamlet using Freytag's pyramid? | | | | | | | How will I apply my knowledge learned from role-playing, discussions ,and study guide questions to the Hamlet test? | | | | | How are The Lion King and Hamlet similar? | | | | | | What are the definitions of drama and Hamlet vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Edit DGP * vocabulary exercises | | | | | | * Edit DGP * Comple vocabulary | | | | | | | * Edit DGP * Comlete vocabulary | | | | | * Complete puzzle packet for vocabulary review | | | | | | * Take survey in lab * Study for Unit vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Hamlet Act IV background | | | | | | * Complete crossword puzzle and Freytag's Pyramid for Hamlet review | | | | | | | * Ask any questions prior to Hamlet test and watch review video if not yesterday | | | | | * Watch video or PowerPoints of Hamlet related to The Lion King | | | | | | * Review for Unit vocabulary using Kahoot.com and quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * role-play/read Act V of Hamlet * Complete reading guide of Hamlet Act V * Complete 34 second Hamlet and hurl insults * Work on review for Hamlet test | | | | | | * Catch up on answering Hamlet reading guides and study guide handout for test tomorrow * Watch PowerPoint for review for Hamlet test * Watch video review for test if time | | | | | | | * Take Hamlet test * Complete puzzle until all are though with test * Watch different clips of Hamlet productions: Star Wars, The Simpsons, Legos, Animaniacs, etc. * Begin movie or clips from Hamlet movie if time | | | | | * Complete worksheet on similarities of The Lion King and Hamlet * Continue or begin Hamlet movie * Keep notes of how the movie is similar or different from the play | | | | | | * Take Unit vocabulary quiz * When finished with quiz, complete puzzle until all are finished * Watch or continue Hamlet movie if time | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Vocabulary packet * Hamlet packet * reading guide Act V of Hamlet * **34 second Hamlet handout** * **Shakespeare insults handout** * Soliloquy project * Study guide for Hamlet test | | | | | | * vocabulary packet * Hamlet crossword puzzle for reviewe * **Freytag's pyramid or plot diagram for review** * **computer/overhead projector** * **video for review** | | | | | | | * vocabulary packet * overhead projector * video clip | | | | | * vocabulary packet Unit * Chromebooks * overhead projector/computer * video clips/powerpoint of Lion King/Hamlet similarities | | | | | | * overhead projector * computer * kahoot.com and quizlet.com * Unit vocabulary quiz * computer lab * Hamlet movie | | | |
| **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: Freytag's pyramid * Content: video review | | | | | | | * Content: Hamlet test | | | | | * Content: video comparison of Hamlet and Lion King | | | | | | * Content: vocabulary review to appeal to visual, auditory, and tactile learners | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * vocabulary checkoff | | | | | | * Hamlet reading guides and vocabulary exercise | | | | | | | * Hamlet test | | | | | * vocabulary completion | | | | | | * vocabulary quiz | | | |
| **Assessment :** | | | | | | **Assessment :** | | | | | | | **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | |
| ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | | | |  | | | ***Pre-Test:*** | | |  | | ***Pre-Test:*** |  | | | | | ***Pre-Test:*** | |  | |
| ***Post-Test:*** |  | | | | | ***Post-Test:*** | | | |  | | | ***Post-Test:*** | | |  | | ***Post-Test:*** |  | | | | | ***Post-Test:*** | |  | |
| ***Formative:*** | | reading guide questions  vocabulary exercise | | | | ***Formative:*** | | | | | completed vocabulary exercise and Freytag pyramid | | ***Formative:*** | | | | vocabulary check off | ***Formative:*** | | check off of vocabulary packet and puzzle packet  Compare Hamlet to Lion King worksheet | | | | ***Formative:*** | | | vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | | Hamlet test | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | | Study for Hamlet test if completed role-playing. If not move to Thursday | | | | | | |  | | | | | review for Unit 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. | | | | | | | | | | | | | | | | | | | |