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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 4th | **Week of:** | | October 26-30, 2015 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | review, writing, reading, double-entry journals, | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| 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. | | | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | | ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story. | | | | | IF WE ATTEND POE DAY WE WILL MOVE THIS LESSON TO MONDAY  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:** | | | |
| Does Nick demonstrate that he has learned any lessons from his mandated classes? | | | | | | What is the significance of the dolphins? | | | | | | | What is the tragedy of Leo's life? | | | | | What are the major themes, characters, and ideas presented in the novel we are reading? | | | | | | Do you think Nick will be changed after his classes? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Gather materials for lab | | | | | | * Discuss any problems with double-entry journals | | | | | | | * Discuss progress with double-entry assignment | | | | | * Gather materials for lab | | | | | | * Gather materials for lab | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Questions before going to lab | | | | | | * questions/problems relating to double-entry journals | | | | | | | * questions/problems relating to double-entry journals and novel reading | | | | | * Review novel assignment check on progress | | | | | | * Discuss if everyone is on track for major assignment | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Go to lab to either read or type double-entry journals for novel being read | | | | | | * Go to lab to either read or type double-entry journals for novel being read | | | | | | | * Go to lab to work on novel assignment | | | | | * WILL BE MOVED TO MONDAY IF WE ATTEND POE DAY * Go to assigned lab to work on novel assignment | | | | | | * Go to lab to work on novel * assignment | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * double-entry journal handout and assignment sheet * lab for typing | | | | | | * double-entry journal information and assignment sheet * lab for typing and reading | | | | | | | * double-entry journal assignment sheet for novel and lab for typing or reading | | | | | * novel assignment * double-entry journal guidelines * and lab for typing or readingl | | | | | | * novel assignment * double-entry journal * lab for reading novel or typing double-entry journals | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: double-entry journals where students choose passages to respond to | | | | | | * Product: double-entry journals where students choose passages to respond to | | | | | | | * Product: double-entry journals where students choose passages to respond to | | | | | * Product: double-entry journals where students choose passages to respond to | | | | | | * Product: double-entry journals where students choose passages to respond to | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **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:*** | | Observation of work on double-entry journals and reading of novel | | | | ***Formative:*** | | | | | Observation of work on double-entry journals and reading of novel | | ***Formative:*** | | | | Observation of work on double-entry journals and reading of novel | ***Formative:*** | | Observation of work on double-entry journals and reading of novel | | | | ***Formative:*** | | | Observation of work on double-entry journals and reading of novel |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **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. | | | | | | | | | | | | | | | | | | | |