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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 1, 2 | **Week of:** | | September 14-18, 2015 | | |
| **Unit Vocabulary:** | | | | Unit 7, Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussion, student lessons, review, textbook, quizlet.com, grammar review | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. | | | | | | ELACC12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | | | | | ELACC11-12RL5: 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. | | | | | 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. | | | | | | 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:** | | | |
| How do authors use symbols in fiction? | | | | | | How do you determine the author's theme in fiction? | | | | | | | How do you determine an author's style, tone and use of irony in a work of fiction | | | | | What is Minimalist Fiction? | | | | | | What are the definitions, spellings, pronunciations, synonyms and antonyms of the words in Unit 7 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Edit Daily Grammar Practice (DGP) | | | | | | * Edit DGP Tuesday | | | | | | | * Edit DGP Wednesday | | | | | * Read the essay on page 346 in the textbook On Minimalist Fiction | | | | | | * Study for Unit 7 vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Review Point of View and The Lady with the Pet Dog | | | | | | * Review symbols as applied to the short story "Clothes" | | | | | | | * Review theme before quiz as applied to "Miss Brill" | | | | | * List the elements of Minimalist fiction | | | | | | * review using quizlet.com * and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Take quiz over "The Lady with the Pet Dog" * Show pictures of a Sari before lesson on symbols * Present lesson on symbols by student | | | | | | * Take quiz on "Clothes" * Student presented lesson on theme as applied to the short story "Miss Brill" * Read Invisible Man and answer reading guide questions | | | | | | | * Take quiz over lesson theme as applied to short story "Miss Brill" * Student presented lesson on Style, tone, and irony as applied to short story "Popular Mechanics" * Read Invisible Man and answer reading guide questions if time | | | | | * Complete number one on page 347 of textbook "Considerations for Critical Thinking and Writing" * Complete packet for vocabulary Unit 7 * Read the novel Invisible Man * Answer reading guide questions | | | | | | * Take Unit 7 vocabulary quiz * Read novel Invisible Man * Answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * DGP handout * Unit 7 vocabulary packet due Friday * quiz "The Lady with the Pet Dog" * textbook | | | | | | * textbook * quiz on "Clothes" * Student lesson materials | | | | | | | * quiz over "Miss Brill" and theme * textbook * student lessson materials | | | | | * vocabulary Unit 7 packet * writing materials | | | | | | * computer * overhead projector * quizlet.com and kahoot.com * novel Invisible Man * novel reading guide | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: Student presented lesson on symbols | | | | | | * Content: student interpretation of element of theme in fiction | | | | | | | * Content: student interpretation of style, tone, and irony | | | | | * Content: students use critical thinking skills to write how two stories do or do not meet description of minimalist fiction | | | | | | * Content: review utilizing auditory, and visual learnin styles | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * quiz | | | | | | * informal and formal | | | | | | |  | | | | |  | | | | | |  | | | |
| **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:*** | | checklist of lesson | | | | ***Formative:*** | | | | | observational checklist of lesson | | ***Formative:*** | | | | observational checklist of lesson | ***Formative:*** | | completed crtical thinking  exercise | | | | ***Formative:*** | | | review of vocabulary |
| ***Summative:*** | | quiz "The Lady with the Pet Dog" | | | | ***Summative:*** | | | | | quiz over "Clothes" | | ***Summative:*** | | | | quiz "Miss Brill" | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit 7 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read Invisible Man and answer reading guide questions | | | | | | Read novel Invisible Man and answer reading guide questions | | | | | | | Read novel Invisible Man and answer reading guide questions | | | | | Study for Unit 7 vocabulary quiz  read novel 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. | | | | | | | | | | | | | | | | | | | |