|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | September 15-19, 2014 | |
| **Unit Vocabulary:** | | | Unit 6, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | reading responsively, Think/Pair/Share, discussion, quizzes, student presentations, quizzes, quizlet.com, video clip | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | | | ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose. | | | | | | ELACC12RL3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | | | | ELACC12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | | | | | ELACC11-12L4: 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 does a close reading of a text enhance our understanding of the literary elements? | | | | | When we read a work of fiction, how should we examine the characters revealed to us? | | | | | | What are the elements of setting in a work of fiction? | | | | How does understanding a writer's use of point of view help us understand the writer's perspective? | | | | | How is an enhanced vocabulary a help in reading literature? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Read "The Story of an Hour" in text | | | | | * Review elements of plot | | | | | | * Take quiz over "Bartleby, the Scrivener" | | | | * Take quiz over "Soldier's Home" | | | | | * Study for Unit 6 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Think/Pair/Share: Discuss, write, and share with a partner Mrs. Mallord's view of her husband's death and her view of marriage | | | | | * Read lyrics and listen to song relating to story "A Rose for Emily" | | | | | | * Write as a journal entry and discus what does the term "home" mean to you | | | | * View ways to compare and contrast two literary works | | | | | * Review using quizlet.com or vocabularytest.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * View and discuss two sample close readings of "The Story of an Hour" * Present students' prepared lesson on plot including "A Rose for Emily" * Discuss and recap | | | | | * Take quiz over "A Rose for Emily" * Students set up and prepare lesson on character using the short story "Bartleby, the Scrivener" * Discuss and review element of characer * Read Heart of Darkness if any time is left | | | | | | * Present elements of fiction with partner (Setting) * discuss element and how it applies to "Soldier's Home" | | | | * Present element of fiction (Point of Viewl) with partner * Discuss how the short story "The Lady with the Pet Dog" by Chekhov and Joyce Carol Oates changes our view when the point of view changes * write compare and contrast outline of the two short stories with the same name "The Lady with the Pet Dog" | | | | | * Take Unit 6 vocabulary quiz * When finished read short story "clothes" in textbook, page 273 * Prepare for fiction elements lessons beginning Monday | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * text "The Story of an Hour" * Sample close readings of "The Story of an Hour" * materials students will use for presentations * Unit 6 vocabulary packet to be turned in Friday * Text "A Rose for Emily" | | | | | * textbook * partners' presentations of their fiction element * quiz "A Rose for Emily" | | | | | | * textbook * presentation of setting * quiz over "Bartleby, the Scrivener" | | | | * textbook * presentation for Point of View * compare and contrast material * quiz for "Soldier's Home" | | | | | * computer * overhead projector * quizlet.com | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * teProduct: lesson presented by partners * Content: Think/Pair/Share | | | | | * Product: Lesson on character presented by partners * Content: video of song and lyrics based on short story | | | | | | * Product: student lesson on setting * Content: journal entry | | | | * Product: student lesson presentation of literary element point of view | | | | | * Content: Vocabulary Unit 6 quiz | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Partners | | | | | * Partners | | | | | | * partners | | | | * partners | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * presentation rubric of fiction element | | | | | * presentation rubric of fiction element and quiz over short story | | | | | | * presentation rubric of fiction element and quiz over short story | | | | * presentation rubric of fiction element and quiz over short story | | | | | * quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | | |  | | ***Formative:*** | | |  | ***Formative:*** |  | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | | quiz over fiction element and related story and rubric of presentation | | ***Summative:*** | | | quiz over fiction element and related story and presentation rubric | ***Summative:*** | presentation rubric for point of view presentation | | | | ***Summative:*** | | Unit 6 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read short story "Bartleby, The Scrivener" | | | | | Read "Soldier's Home" | | | | | | Read "The Lady with the Pet Dog" by chekhov" and Joyce Carol Oates | | | | Study for Unit 6 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. | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2, 4 | **Week of:** | | September 15-19, 2014 | |
| **Unit Vocabulary:** | | | Unit 6, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, video clips, group work, textbook, discussion, quizlet.com or vocabularytest.com, puzzles | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured sequences. | | | | | ELACC12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story. | | | | | | ELACC12RL5: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall meaning. | | | | ELACC12W3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured sequences. | | | | | ELACCRL4: Determine or clarify the meaning of unknown and multiple-meaning words based on grade 12 content. | | |
| **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | | **Essential Question:** | | | | | **Essential Question:** | | |
| How is the Canterubury Tales an accurate depiction of life in The Middle Ages? | | | | | From your reading and answering questions from the prologue of The Canterbuy Tales, what group of people does Chaucer seem to be satirizing? | | | | | | EQ Question:What are the elements of an archetypal narrative and does The Pardoner's Tale apply? | | | | What is a frame story, and how does the prologue of The Canterbuy Tales and "The Wife of Bath" fit the definition? | | | | | How does the study of vocabulary each day prepare one for the quiz? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 6 vocabulary * Take quiz over 1984 Book 1 | | | | | * Complete ex. 2 of Unit 6 vocabulary | | | | | | * Complete ex. 3 of Unit 6 vocabulary | | | | * Complete all remaining exercies of Unit 6 vocabulary unit and complete puzzle packet for review | | | | | * Study for Unit 6 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Think/Pair/Share: see handout with question comparing trip now to trip made in The Canterbuy Tales | | | | | * Note and discuss the classifications of people in The Canterbury Tales? * Watch video of depiction of prologue of The Canterbury Tales to tune of "California Dreamin" | | | | | | * Look and listen to a video of a modern depiction of "The Pardoner's Tale" | | | | * Define and discuss frame story, page 137 in text | | | | | * Review Unit 6 vocabulary using quizlet.com or vocabularytest.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Handout and discuss group assignment to write, illustrate, and present a modern tale like The Canterbury Tales * Show examples of how tales may be presented * Get in groups of no more than four and no less than three to discuss strategies and ideas for project | | | | | * Define satire and discuss how Chaucer subtly uses it in The Canterbury Tales * Get in selected groups to continue work on a modern prologue and one tale written in respone to The Canterbury Tales * Read 1984 if time | | | | | | * Read "The Pardoner's Tale" from the text, pages 125-134 (may be divided into two reading segments if needed) * Answer question if "The Pardoner's Tale" fits and archetypal narrative? * Work in selected groups to write modern prologue and tale based on The canterbury Tales following handout guidelines | | | | * Review and discuss "The Pardoner's Tale" * Begin reading "The Wife of Bath," pages 139-150 in text and note how it is set during the reign of King Arthur" instead of Chaucer's time * Work in groups to write modern prologue and tale based on The Canterbury tales following handout guidelines | | | | | * Take Unit 6 vocabulary quiz * When finished, read 1984 until all are finished taking quiz * finish reading "The Wife of Bath" tale * Discuss lesson learned * Work in groups to write modern prologue and tale based on The Canterbury Tales following handout guidelines | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Vocabulary packet Unit 6, Level G * Think/Pair/Share handout * Assignment for group prologue and tale * quiz 1984 | | | | | * Vocabulary Unit 6 packet * textbook | | | | | | * Unit 6 vocabulary packet * textbook * computer/overhead projector * modern depiction of "The Pardoner's Tale" by Baba Brinkman | | | | * Unit 6 vocabulary packet * puzzle packet for review * textbook * group material | | | | | * Unit 6 vocabulary quiz * computer * overhead projector * quizlet.com or vocabularytest.com for review * textbook * group materials | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Think/Pair/Share | | | | | * Product: group prologue and tale | | | | | | * Content: a modern and traditional view of "The Pardoner's Tale" | | | | * Product: group prologue and tale patterned after The Canterbury Tales | | | | | * Content: visual and audio review of Unit 6 vocabulary words | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Interest groups of NMT 4 and NLT 3 | | | | | * interest groups to writemodern prologue and tale | | | | | | * interest groups to write prologue and tale | | | | * Interest groups to write prologue and tale | | | | | * Interest groups to write prologue and tale | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Informal * quiz | | | | | * Informal | | | | | | * informal | | | | * informal | | | | | * informal and formal | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | Think/Pair/Share | | | | ***Formative:*** | | | | observational checklist | | ***Formative:*** | | | checklist of completed vocabulary work | ***Formative:*** | checklist of finished vocabulary packet and puzzle packet | | | | ***Formative:*** | | checklist of group work involvement |
| ***Summative:*** | Quiz 1984 | | | | ***Summative:*** | | | | rubric for group prologue and tale when presented | | ***Summative:*** | | | rubric for group prologue and tale when presented | ***Summative:*** |  | | | | ***Summative:*** | | Unit 6 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read 1984 from book, online, as well as listen to audio sent to all by Remind101 | | | | | Read the novel 1984 from book or online as well as use audio link if desired as listed on Remind101 | | | | | | Finish "The Pardoner's Tale" if needed - use online text or textbook or use nexuslearning.com | | | | Study vocabulary Unit 6 for 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. | | | | | | | | | | | | | | | |