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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | Honors English 12 | / | 1st | **Week of:** | September 28 - 2 October 2015 |
| **Unit Vocabulary:**  | Unit 8, Level G |
| **Instructional Strategies Used:**  | dramatic reading, discussions, quizlet.com, kahoot.com, think/pair/share, overhead projector, video clips |
| **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)**: |
| ELACC12RL5: Analyze how an author’s choices concerning how to structure specific parts ofa 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. | 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.) | APPROVED FILED TRIP TO TATER PATCH FOR 1ST AND 2ND - WILL SHIFT LESSONELACC12RL4: 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.) | 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 are the elements of a tragedy? | What are the essential elements, characters, plot, etc. of the novel Invisible Man? | What type of advice would be offered to an upcoming high school sibling or an upcoming Freshman?  | Read and discuss about blank verse and Shakespeare's use of language | What are the definitions, spellings, pronunciations, and parts of speech of the words in Unit 8 vocabulary |
| **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  | **Mini Lesson:**  |
| * Think/Pair/Share: What do I think is a tragedy? Discuss meaning of a literary tragedy
 | * Discuss any last questions about the novel Invisible Man
 | * Read some common advice lists found in everyday life and compare to advice given in Hamlet
 | * Watch excerpt from BBC film about Hamlet to summarize what has been already read
 | * Study for Unit 8 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Ask survey questions about beliefs related to Hamlet
* Participate in improv skits
 | * Set up for novel test
 | * Watch two video clips about advice
* Discuss advice project of offering advice either to a younger sibling or an upcoming ninth grader
 | * Watch video clip from Hamlet
 | * Review for vocabulary Unit 8 quiz using Kahoot.com and Quizlet.com
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| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * volunteer or assign roles for Hamlet
* 1. Role/Play/ Read Act 1 of Hamlet
* 2. Answer reading guide questions for Act 1
* 3. Take quiz over Act 1 if finished
 | * Take Invisible Man test
* When finished, work on reading guide for Invisible Man
 | * After discussion, take quiz over Act I Hamlet if needed
* Read/role play Act I I of Hamlet
* Answer reading guide questions
* Begin Act III if needed
 | * Continue Act III if needed or begin Act IV
* Answer reading guide questions
* Take appropriate quiz for finished Hamlet act
 | * Take Unit 8 vocabulary quiz
* When finished discuss Soliloquy assignment
* Work on soliloquy assignment
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Improv skit material
* questions for survey
* Hamlet packet for reading
* Reading Guide for Act 1
 | * test for novel Invisible Man
 | * Hamlet packet
* Hamlet reading guide for act being read
* Quiz needed for Hamlet
* overhead projector
* Video clip to review Hamlet
 | * Hamlet Act III or IV packets
* reading guide for appropriate
 | * overhead projector
* kahoot.com
* quizlet.com
* unit 8 vocabulary quiz
 |
| **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: test Invisible Man
 | * Content: role-play Hamlet
 | * role-playing Hamlet
 | * Content: review of vocabulary words
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
| * quiz after each act
 | * Novel test
 | *
 | * quiz for Hamlet
 | * 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:***  | Completed reading guide for each act | ***Formative:***  |       | ***Formative:*** |       | ***Formative:*** |       | ***Formative:*** |       |
| ***Summative:***  | Hamlet Act I quiz when finished | ***Summative:***  | Invisible Man test | ***Summative:*** | quiz over Hamlet | ***Summative:*** | quiz over Hamlet if needed | ***Summative:*** | Unit 8 vocabulary quiz |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
| Review each act of Hamlet when finished for quiz Work on Invisible Man reading guide | Be prepared for next Hamlet quizWork on Invisible Man reading guide | Prepare for appropriate Hamlet quizWork on Invisible Man reading guide | Study for Unit 8 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 THATIMPROMPTU “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.  |