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| **Grade Level:**  | 12 | **Teacher/Room**: | Dial  | / | 416 | **Course(s)/ Period(s):**  | English 12 | / | 4th | **Week of:** | 28 September - 2 October 2015 |
| **Unit Vocabulary:**  | Unit 8 Level G |
| **Instructional Strategies Used:**  | role-play drama, think/pair/share, puzzle packet, kahoot.com and quizlet.com, video clips, quizzes |
| **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 | 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  | 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.) | ELACC12RL7: 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:** |
| Who are the characters in the play Hamlet, and what roles will the students play? | What type of advice would be offered to an upcoming high school sibling or an upcoming Freshman? |  What are the language elements of Hamlet that make it beautiful? | Is it okay for parents to spy on their children/teenagers to find out what they are in to? | 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:**  |
| * Complete ex. 1 of Unit 8 vocabulary
 | * Complete ex. 2 of Unit 8 vocabulary
 | * Complete ex. 3 of Unit 8 vocabulary
 | * Complete all of vocabulary Unit 8 exercises and puzzle packet for review
 | * Study for Unit 8 vocabulary quiz
 |
| **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  | **Activating Strategies:**  |
| * Review elements of a tragedy
* Students will choose or have assigned roles for Shakespeares play Hamlet
 | * Read some common advice lists found in everyday life and compare to advice given in Hamlet
* Watch two advice video clips
 | * Read and discuss about blank verse and Shakespeare's use of language
 | * Class discussion about whether parents can spy on teenagers
* Think/Pair/Share
 | * Review for Unit 8 vocabulary using Kahoot.com and quizlet.com
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| **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  | **Lesson:**  |
| * Begin role-playing/reading Act 1 of Hamlet
* Complete reading guide of Hamlet Act I
* Review Act I using video clip if time
 | * Discuss advice project of offering advice either to a younger sibling or an upcoming ninth grader
* Read Act II of Hamlet
* Answer reading guide questions
* Take appropriate quiz for the Hamlet act finished
 | * Watch excerpt from BBC film about Hamlet to summarize what has been already read
* After discussion, take quiz over Act of Hamlet if needed
* Read/role play Act I I or III of Hamlet
* Answer reading guide questions
 | * Watch video clip from HamletContinue role-playing/reading Act III if needed or start Act IV
* Answer reading guide questions for the act being read
* **Take appropriate Hamlet quiz**
 | * Take Unit 8 vocabulary quiz
* When finished with quiz, complete puzzle until all are finished
* Continue role-play of Hamlet
* Answer appropriate reading guide questions
 |
| **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** | **Resource/Materials:** |
| * Unit 8 Vocabulary packet
* Hamlet packet
* reading guide Act I of Hamlet
* Quiz if needed
* overhead projector
* video clip for review
 | * Unit 8 vocabulary packet
* Hamlet packet
* Reading guide Act II
* Advice assignment sheet
 | * Unit 8 vocabulary packet
* overhead projector
* video clip
* Hamlet packet
* reading guide of appropriate act of Hamlet
 | * vocabulary packet Unit 8
* Think/Pair/Share handout
* Hamlet packet
* reading guide for Hamlet
* Appropriate quiz for Hamlet
* overhead projector
* video clip
 | * overhead projector
* computer
* kahoot.com and quizlet.com
* Unit 8 vocabulary quiz
* puzzle for after quiz
* Hamlet packet
* reading guide for Hamlet
 |
| **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: role-playing
 | * Content: role-play Hamlet
 | * Content: role-play Hamlet
 | * Content: role-play Hamlet
 |
| ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** | ***Grouping Strategy:*** |
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| ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** | ***Assessment:*** |
| * quiz over Hamlet if needed
 | * quiz over Hamlet act
 | * quiz over appropriate Hamlet act
 | * quiz Hamlet if needed
* 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 questionsvocabulary exercise | ***Formative:***  | completed vocabulary exercise | ***Formative:*** | vocabulary check off | ***Formative:*** | check off of vocabulary packet and puzzle packet | ***Formative:*** |       |
| ***Summative:***  | Act I quiz of Hamlet if needed | ***Summative:***  | Quiz over Hamlet if needed | ***Summative:*** | Hamlet quiz | ***Summative:*** | Hamlet quiz if needed | ***Summative:*** | Unit 8 vocabulary quiz |
| ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  | ***Performance Based:***  |
|       |       |       |       |       |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  |
|       | Prepare for appropriate Hamlet quiz | prepare for next Hamlet quiz | review 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.  |