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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 1st, 4th | **Week of:** | | October17-21, 2016 | | |
| **Unit Vocabulary:** | | | | novel vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | double-entry journals, computer lab, DGP, Kahoot, Quizlet, DGP | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | ELACC12RL5: 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 | | | | | | | 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. | | | | | 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 | | | | | | 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 double-entry or diacritical journals? | | | | | | Can you trust Nick's explanations in court? | | | | | | | What is Nick's punishment from the court? | | | | | What are the people in Nick's class like, and should he be there with them? | | | | | | What are the definitions, spellings, pronunciations, and parts of speech of the words in Unit 11 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Present vocabulary * Edit DGP | | | | | | * Complete ex. of Unit vocabulary * Edit DGP | | | | | | | * Complete ex. of Unit vocabulary vocabulary * Edit DGP | | | | | * Complete all of vocabulary Unit exercises and puzzle packet for review * Edit DGP | | | | | | * Study for Unit vocabulary quiz * Edit DGP | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Discuss problems/understanding for novel assignment | | | | | | * Discuss any problems or answer questions about the novel and double-entry/diacritical journals | | | | | | | * Review novel assignment and check on progress | | | | | * Check on progress of novel assignment and discuss any problems | | | | | | * Review for Unit vocabulary using Kahoot.com and quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Finish Hamlet movie and discuss similarities and differences with play * Assign  **novel** * Go to lab to either read novel or type double-entry journals for novel being read | | | | | | * Go to lab to either read novel or type double-entry journals for novel being read | | | | | | | * Go to lab to either read novel or type double-entry journals for novel being read | | | | | * Go to lab to either read novel or type double-entry journals for novel being read | | | | | | * Take Unit vocabulary quiz * When finished with quiz, complete puzzle until all are finished * go to computer lab to read novel or type double-entry journals | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * movie/projector * Unit Vocabulary packet * handout for double-entry/diacritical journals * novel | | | | | | * Unit vocabulary packet * computer lab * **novel** | | | | | | | * Unit vocabulary packet * **computer lab** * **novel** | | | | | * vocabulary packet Unit vocabulary * puzzle packet Unit * computer lab * novel | | | | | | * overhead projector * computer * kahoot.com and quizlet.com * Unit vocabulary quiz * computer lab | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content:read novel * Product: double-entry journals | | | | | | * Content: read novel * Product: double-entry journals | | | | | | | * Content: read novel * Product: double-entry journals | | | | | * Content: read novel * Product: double-entry journals | | | | | | * Content: vocabulary review to appeal to visual, auditory, and tactile learners | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * vocabulary checkoff | | | | | | * Vocabulary checkoff * work in lab | | | | | | | * vocabulary checkoff * computer lab work | | | | | * vocabulary completion * computer lab work | | | | | | * 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:*** | | vocabulary exercise  lab work | | | | ***Formative:*** | | | | | vocabulary exercise  lab work | | ***Formative:*** | | | | vocabulary check off  lab work | ***Formative:*** | | check off of vocabulary packet and puzzle packet | | | | ***Formative:*** | | | vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Study for Unit 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. | | | | | | | | | | | | | | | | | | | |