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| **Grade Level** 12 | | **Teacher/Room**: Dial/416 Week of: September 6-9, 2016 | | | |
| **Unit Vocabulary: Current unit vocabulary** | | | | | |
| **Instructional Strategies Used: group work, kahoot and quizlet.com, discussion whole class** | | | | | |
| **Day 1** | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **LABOR DAY** | **GSE/GPS Standard(s)**:  ELACC12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | **GSE/GPS 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). | **GSE/GPS Standard(s)**:  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 an American dramatist.) | **GSE/GPS Standard(s)**:  ELACC12L4: 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. |
| **EQ Question:** | **EQ Question:**  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? | **EQ Question:**  What is a frame story, and how does the prologue of The Canterbury Tales and "The Wife of Bath" fit the definition? | **EQ Question:**  What are the definitions of the words from The Canterbury Tales vocabulary? |
| **Mini Lesson:**  **Activating Strategies:**  **Lesson:**  **Resource/Materials:** | **Mini Lesson:**  Complete Unit vocabulary  **Activating Strategies:**  Define Satire  **Lesson:**   * Discuss how Chaucer subtly uses satire 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   **Resource/Materials:**   * textbook * DGP * group project handout | | **Mini Lesson:**  **Complete Unit vocabulary**  **Activating Strategies:**  **Define archetypal narrative**  **Lesson:**   * 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 as an archetypal narrative? * Watch video of modern representation of "The Pardoner's Tale" * Work in selected groups to write modern prologue and tale based on The canterbury Tales following handout guidelines   Quiz over "The Pardoner's Tale" either today or tomorrow  **Resource/Materials:**  Textbook  quiz over "The Pardoner's Tale" if needed  group handout  video/computer/overhead projector | **Mini Lesson:**  **Complete all of Unit 5 vocabulary exercises and puzzle packet**  **Activating Strategies:**  Define and discuss frame story, page 137 in text  **Lesson:**   * 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  **Resource/Materials:**  Textbook  group handout  quiz over "The Pardoner's Tale" if not given yesterday | **Mini Lesson:**  **Study for Unit 5 Vocabulary unit**  **Activating Strategies:**  **Review using quizlet.com and kahoot.com**  **Lesson:**  **Take quiz over Unit 5vocabulary**  **Work in groups to write modern prologue and tale**  **Based on The Canterbury Tales**  **Resource/Materials:**  Overhead projector  Computer  Unit vocabulary quiz |
| **Differentiation:**  *Content/Process/Product:*  *Grouping Strategy:* mixed ability  *Assessment:* | **Differentiation:**  *Content/Process/Product:* Product: group prologue and tale  *Grouping Strategy:* mixed ability  *Assessment* | | **Differentiation:**  *Content/Process/Product:* Product: group prologue and tale  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product: Product:*  *Group prologue and tale*  *Grouping Strategy:*  *Assessment* | **Differentiation:**  *Content/Process/Product: Content: review for different learning styles*  *Grouping Strategy:*  *Assessment* |
| **Assessment :**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:* observation checklist for  *Summative:*  *Performance Based****:*** | | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:* quiz The Pardoner’s Tale  *Performance Based: Group* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:*  *Performance Based:* | **Assessment:**  *Pre-Test:*  *Post-Test:*  *Formative:*  *Summative:* Quiz Unit vocabulary  *Performance Based:* |
| **Homework:** | **Homework:** | | **Homework:** | **Homework:**  Study for Unit Vocabulary Quiz | **Homework:** |

Resources and Reflective Notes: