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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2nd | **Week of:** | | August 29- September 1 , 2016 | | |
| **Unit Vocabulary:** | | | | Content vocabulary Medieval Unit | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | Think/Pair/Share, lecture, computer lab, webquest, quizlet and kahoot.com, reading guide, video clip | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitily as well as inferences drawn from the text, including where the text leaves matters uncertain | | | | | | 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). | | | | | | | 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). | | | | | ELACC12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitily as well as inferences drawn from the text, including where the text leaves matters uncertain | | | | | | 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. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What is the definition of Feudalism and what are the divisions of the people of the system? | | | | | | What are the traits of Middle English, and how are they similar and different from modern English and Old English? | | | | | | | How does Chaucer's The Canterbury Tales represent the time period? | | | | | What is a frame story, and how does The Canterbury Tales fit that description? | | | | | | How does the review and practice of vocabulary words each day of the week prepare for one for the weekly unit quiz? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Define unit vocabulary | | | | | | * Edit DGP | | | | | | | * Edit DGP | | | | | * Complete all vocabulary and puzzle packet for review | | | | | | * Study Unit vocabulary words before quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Edit Daily Grammar Practice (DGP) | | | | | | * Listen to and translate portions of Middle English to Modern English | | | | | | | * Think/Pair/Share:Where would you be in the Feudal system based on your lives today? What would daily life have been like? | | | | | * KWL - complete about The Canterbury Tales | | | | | | * Review using Quizlet.com * Review using kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Watch video clip of life in The Middle Ages * Begin introduction to the Middle Ages - Students may work with partner or small group to answer questions from Introduction to the Middle Ages reading guide * Checkout novel to read | | | | | | * Continue work on introduction to The Middle Ages reading guide * Take quz over introduction * Read novel and answer reading guide questions | | | | | | | * Students will complete Medieval Webquest in lab . Directions are posted on pearsonrealize.com where they find information from various links to answer questions. They have a choice on some links as to what they will research * Read novel * Answer reading guide questions. | | | | | * Begin reading the prologue to The Canterbury Tales * Answer questions about the prologue Part I with a partner or a group of 3 * If time, begin Part II * Read novel answer reading guide questions | | | | | | * Take vocabulary quiz Unit 4 * When finished, complete puzzle handout until all are finished * Complete Part II of Prologue to The Canterbury Tales * Read novel and answer reading guide questionsre | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Vocabulary Packet for Medieval Unit * Introduction to the Middle Ages handout * Daily Grammar Practice (DGP) handout * Textbook | | | | | | * vocabulary packet * DGP handout * Introduction to the Middle Ages/Medieval time period. Handouts of Middle English to translate, overhead projector * and computer * quiz over introduction to the unit | | | | | | | * Computers * links for webquest directions on pearsonrealize.com | | | | | * Textbook, Part I and II Introduction to The Canterbury Tales | | | | | | * computer * overhead projector * quizlet.com * Content Post View: Content Post View: Introduction to prologue Canterbury Tales Part I and II | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content:video introduction | | | | | | * Content: audio of Middle English | | | | | | | * Content: webquest | | | | | * Content:Answer reading guide questions | | | | | | * Content: review using Kahoot * and Quizlet | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | | * Pairs to translate | | | | | | | * Multipleability grouping to read and answer questions | | | | |  | | | | | |  | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **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:*** | | answer reading guide questions | | | | ***Formative:*** | | | | | Informal checklist | | ***Formative:*** | | | | Think/Pair/Share | ***Formative:*** | | KWL chart | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | quiz over introduction if ready | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit vocab quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | | read novel | | | | | | | read novel | | | | | Study for Unit Vocabulary Quiz  Read novel and answer reading guide questions | | | | | |  | | | |
| **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. | | | | | | | | | | | | | | | | | | | |