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| **Grade Level** 12 | **Teacher/Room**: Dial/416 Class: English 12 4th Week of:August 31-September 4, 2015 |
| **Unit Vocabulary: Unit 5, Level G** |
| **Instructional Strategies Used: reading guide, vocabulary, group work, presentations, kahoot.com and quizlet.com, video clips** |
| **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| 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 | **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:**How does Chaucer give us a representation of the people of the Middle Ages through The Canterbury Tales? | **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 Canterbuy Tales and "The Wife of Bath" fit the definition? | **EQ Question:**What are the definitions, spellings, pronunciations, synonyms/antonyms of the words in Unit 5 Vocabulary? |
| **Mini Lesson:** **Complete ex. 1 of Unit 5 vocabulary****Activating Strategies:**Use reading guide from Medieval/Canterbury Tales to take quiz**Lesson:*** Handout and discuss group assignment to write, illustrate, and present a modern tale like The Canterbury Tales
* Show examples of how tales may be presented
* Get in groups of no more than four and no less than three to discuss strategies and ideas for project

**Resource/Materials:*** Daily Grammar Practice (DGP) handout for group project
* Textbook

Quiz for Introduction to The Canterbury Tales | **Mini Lesson:** Complete ex. 2 of Unit 5 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 ex. 3 of Unit 5 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:**Textbookquiz over "The Pardoner's Tale" if neededgroup handoutvideo/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:**Textbookgroup handoutquiz 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 5 vocabulary****Work in groups to write modern prologue and tale** **Based on The Canterbury Tales****Resource/Materials:**Overhead projectorComputerUnit 5 vocabulary quiz |
| **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:* 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:* quiz Intro. to The Canterbury Tales*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 5 vocabulary*Performance Based:* |
| **Homework:**  | **Homework:**  | **Homework:**  | **Homework:**  Study for Unit 5 Vocabulary Quiz | **Homework:** |

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.