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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 1st, 2nd | **Week of:** | | Aug 31- Sep 4, 2015 | | |
| **Unit Vocabulary:** | | | | Unit 5 Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | presentations, test, think/pair/share, reading guide, kahoot.com and quizlet.com, vocabulary, reading | | | | | | | | | | | | | | | | | | | | |
| **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 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. | | | | | | 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). | | | | | ELACC12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | | | | ELACC12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 content, choosing flexibly from a range of strategies. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| How can you read fiction responsively? | | | | | | Who are the characters, themes, and plot elements in the novel Light in August? | | | | | | | What are the elements of a romance short story? | | | | | What are the elements of plot, and how can we recognize in fiction | | | | | | How does the improvement of one’s vocabulary help in understanding what we read or hear? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Assign elements of fiction to students for presentations | | | | | | * Ask any last questions before the Light in August test | | | | | | | * Read two short stories "from A Secret Sorrow," and "A Sorrowful Woman" | | | | | * Discuss partners' projects | | | | | | * Study for Unit 5 quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Read short story "The Story of an Hour" | | | | | | * Prepare to take test | | | | | | | * THINK/PAIR/SHARE: Discuss how the stories read do or do not fit the definition of formula fiction | | | | | * Go to lab or use computers in classroom | | | | | | * Review using quizlet.com * and kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Discuss and analyze "The Story of an Hour" * Look at differences in responses to "The Story of an Hour" * Read and discuss what is formula fiction | | | | | | * Take test over novel Light in August * When finished, read Invisible Man | | | | | | | * Go over how to compare and contrast stories * Begin a compare and contrast essay of the two stories * Prepare with partner elements of literature presentation | | | | | * Prepare lesson on element of fiction chosen by partners | | | | | | * Take vocabulary quiz Unit 5 * Present first fiction lesson on plot | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * AP text * Go over and assign nine elements of fiction | | | | | | * Light in August Test * scantron * Invisible Man novel * Reading Guide packet | | | | | | | * AP text * compare and contrast essay handout | | | | | * text * computer lab * assignment for partners on elements of fiction | | | | | | * computer * overhead projector * quizlet.com and kahoot.com * presentation by students | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content: Different ways to analyze a short story | | | | | | * Content: test | | | | | | | * Content:Think/Pair/Share | | | | | * product: presentations for elements of fiction | | | | | | * Content: Review of vocabulary appealing to different learning styles | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * Partners for fiction elements | | | | | |  | | | | | | | * Partners | | | | | * Partners | | | | | | * Partners | | | |
| ***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:*** | | observational checklist | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | | work in lab with partner | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | novel test | | ***Summative:*** | | | | Presentation grade when presented | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit 5 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| read assigned novel | | | | | | read assigned novel | | | | | | | read assigned novel | | | | | study for Unit 5 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. | | | | | | | | | | | | | | | | | | | |