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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | AP English | | | / | 1, 2 | **Week of:** | | January 25-29, 2016 | | |
| **Unit Vocabulary:** | | | | AP List 10 | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | graphic organizer, video clips, review, discussion, quizlet.com, kahoot.com, reading guide, daily grammar practice (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)**: | | | |
| 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. | | | | | | 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). | | | | | | | ELACC12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | | | | | 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). | | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| Where is the turning point or climax in Act III of King Lear? | | | | | | How can someone see and yet be blind, or be blind and yet see? | | | | | | | Do families have a responsibility to take care of their aged memebers? | | | | | What are the elements, components, themes, and plotlines that make up Shakespeare's play King Lear? | | | | | | What are the definitions of List 11 vocabulary words, including words from the eleven previous lists? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Complete voice lesson worksheet and share | | | | | | * Edit Daily Grammar Practice (DGP) | | | | | | | * Edit DGP | | | | | * Ask any questions related to King Lear before test | | | | | | * Study words on List 11 vocabulary, including previous lists | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Watch review video for King Lear to date | | | | | | * Review and discuss King Lear | | | | | | | * View statistics and video clips/s of treatment of the elderly | | | | | * Turn in study guides and get ready for test | | | | | | * Review using Quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Take quiz over King Lear * Read/role-play parts for appropriate act of King Lear Discuss Lear literary elements * Answer reading guide questions * Go over reading guide * Assign novel Life of Pi to read | | | | | | * Read/role-play King Lear * Discuss key elements in act of King Lear * Take quiz if needed | | | | | | | * Discuss what our responsibility is as a society to take care of our elderly, and is there a proper dynamic in a family today * Read/role play King Lear or review * Answer study guide questions for King Lear * read Life of Pi * ticket out the door | | | | | * Take King Lear test * Read novel Life of Pi * Answer reading guide questions | | | | | | * Take List 11 AP literature quiz which is cumulative * Read Life of Pi novel * Discuss and introduce introductory material for Life of Pi * Share created 3x3's for King Lear if time * View movie clip from 1000 Acres and compare and contrast to King Lear | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * List 10 AP Vocabulary * King Lear play packet * study guide for King Lear * Quiz for King Lear if needed * projector * computer * King Lear video * • novel Life of Pi | | | | | | * DGP for week * King Lear packet * Reading Guide for King Lear * quiz for King Lear if needed | | | | | | | * computer * overhead projector | | | | | * test King Lear * Reading guides for King Lear * Life of Pi novel * study guide for Life of Pi | | | | | | * overhead projector * computer * quizlet.com and kahoot.com * textbook * quiz AP vocabulary List 11 * introductory material (anticipation guide and survival activity) for Life of Pi * student created 3x3s * 1000 acres video | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | | * Content: role-playing | | | | | | | * Content: discussion/think/pair/share/video | | | | | * Content: test over play | | | | | | * Content: vocabulary quiz * Product King Lear 3x3s | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * quiz | | | | | | * informal | | | | | | | * informal | | | | | * Test | | | | | | * 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:*** | |  | | | | ***Formative:*** | | | | | observational checklist | | ***Formative:*** | | | | ticket out the door | ***Formative:*** | |  | | | | ***Formative:*** | | | observational checklist for vocabulary review |
| ***Summative:*** | | quiz | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | | King Lear test | | | | ***Summative:*** | | | List 11 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read Life of Pi  Answer reading guide questions | | | | | | Read Life of Pi  Answer reading guide questions | | | | | | | Review King Lear/study for test  Read Life of Pi  Answer reading guide questions | | | | | Study for List 11 AP quiz which is cumulative | | | | | |  | | | |
| **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. | | | | | | | | | | | | | | | | | | | |

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| **Grade Level:** | | | 10-12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Creative Writing | | | / | 3rd | **Week of:** | | January 25-29, 2016 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | computer lab, class blog, think/pair/share, self-assessment, computer program Adobe In-Design | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | | | ELACCW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What is my role in contributing to the literary magazine The Vision? | | | | | | Do we need any new strategies to get students to submit work to The Vision? | | | | | | | Who will step up and learn the Adobe InDesign program? | | | | | What are the components of writing a short story? | | | | | | What different creative tools will be used during the class share time? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Discuss progress with first magazine submission from each class member | | | | | | * Discuss where we are with magazine submissions, flyers, banners, etc.. | | | | | | | * Discuss Adobe InDesign program and get students on computer practicing who want to learn - tutorials | | | | | * Continue work in Adobe In-Design and preparations for literary magazine | | | | | | * Continue preparations for literary magazine | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Discuss status of literary magazine | | | | | | * Check on status of students' first portfolio piece | | | | | | | * Take writing self-assessment survey | | | | | * With a partner complete Think/Pair/Share on what are the elements of a short story | | | | | | * Gather and prepare for share day | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * work on first submission to the literary magazine The Vision * Go to blog and complete topic of the day | | | | | | * Go to wordpress blog and write about topic posted | | | | | | | * Go to wordpress.com and read assignment * Complete assignment and post to individual blog | | | | | * Complete short story exercises * Write short story based on criteria studied * Post story to class blog * Finish first portfolio piece to turn in | | | | | | * Each person will share chosen piece with the class * Post journal entry of choice to blog making sure it is school appropriate | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * computer lab * wordpress.com | | | | | | * computer lab or cart * wordpress blog * materials for flyers if needed | | | | | | | * computer lab or cart * writing self-assessment * wordpress blog and assignments | | | | | * handouts for short story * think/pair/share assignment * Class blog * Computer lab or computer carts | | | | | | * items to be shared with class * class blog * computer lab or cart | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Product: magazine submissio | | | | | | * Product: blog assignment posted | | | | | | | * Product: self-assessment | | | | | * Content:Think/Pair/Share | | | | | | * product: chosen work to share | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * Informal | | | | | | * Informal | | | | | | | * informal observational checklist of blog completed | | | | | * Informal: Thik/Pair/Share | | | | | | * informal checklist of sharing | | | |
| **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:*** | | posted blog | | | | ***Formative:*** | | | | | posted blog | | ***Formative:*** | | | | observational checklist | ***Formative:*** | | Think/Pair/Share | | | | ***Formative:*** | | | observational checklist |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | |  |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
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| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | |  | | | | | Bring in written, art, found work for share day tomorrow | | | | | |  | | | |
| **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 EXPENSE 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. | | | | | | | | | | | | | | | | | | | |