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| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | October 13-17, 2014 | |
| **Unit Vocabulary:** | | | Unit 10, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Discussion, role-playing, think/pair/share, write advice, quizlet.com | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core 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). | | | | | 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.) | | | | | | ELACC12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | | 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.) | | | | | 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 are the allusions in "Child by Tyger"? | | | | | Do parents have a right to spy on their teenagers? | | | | | | How do appearances and reality differ in Act III of Hamlet? | | | | How is Hamlet's most famous soliloquy still relevant today? | | | | | What are the definitions of Unit 10 vocabulary words?D | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Discuss "The Child by Tyger" | | | | | * Discuss and take Act I quiz from Hamlet | | | | | | * Discuss and Take Act II quiz of Hamlet | | | | * Discuss and assign modern rewrite of Hamlet's famous "To Be or Not to Be Soliloquy | | | | | * Study for Unit 10 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Discuss what are the allusions in "Child by Tyger" | | | | | * Think/Pair/Share about right of parents to spy on teenagers | | | | | | * Read some common advice lists found in everyday life and compare to advice given in Hamlet | | | | * Read Hamlet's To Be or Not to Be Soliloquy | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Begin background of Shakespeare and Hamlet found in the webquest completed Friday * Assign/choose roles for Hamlet * Read/role-play Act I of Hamlet | | | | | * Role-Play Act II of Hamlet * Discuss advice given in Act II of Hamlet * Answer reading guide questions | | | | | | * Write advice to a younger sibling or high school freshman based on advice found in Act II Hamlet * Read Act III Hamlet * Answer reading guide questions | | | | * Read/role-play Act III if not finished of Hamlet * Answer reading guide questions * Take quiz over Act III | | | | | * Take unit 10 vocabulary quiz * Read/role-play act IV of Hamlet * Answer reading guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Handout "Child by Tyger" * Handout of Act I Hamlet * Reading guide of Act I Hamlet | | | | | * Think/Pair/Share handout * Handout of Act II Hamlet * reading guide Act II * Quiz Act I Hamlet | | | | | | * Advice column * Act III Hamlet packet * Reading guide for Hamlet * quiz for Act II of Hamlet | | | | * Quiz Act III Hamlet * Reading Guide Hamlet * Act III * Soliloquy rewrite handout | | | | | * computer * overhead projector * quizlet.com * Hamlet Act IV * Reading guide Hamlet | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: role-playing Hamlet | | | | | * Think/Pair/Share | | | | | | * Product: Advice Lists for upcoming Freshman or younger sibling | | | | * Product:Modern soliloquy | | | | | * Content: auditory and visual review of Unit 10 vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * mixed ability- role playing | | | | | * mixed-ability role-playing | | | | | | * mixed ability role-playing | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
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| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist | | | | ***Formative:*** | | | | Think/Pair/Share | | ***Formative:*** | | | checklist participation in reading Hamlet | ***Formative:*** | role-playing of Hamlet | | | | ***Formative:*** | | review of vocabulary |
| ***Summative:*** |  | | | | ***Summative:*** | | | | quiz Act I Hamlet | | ***Summative:*** | | | Act II Hamlet quiz if needed | ***Summative:*** | Act III Hamlet quiz if needed | | | | ***Summative:*** | | Act 10 Vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Invisible Man | | | | | Read Invisible Man and answer reading guide questions | | | | | | Read Invisible Man and answer reading guide questions | | | | Study for Unit 10 vocabulary quiz  Read Invisible Man | | | | | Read Invisible Man | | |
| 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:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2, 4 | **Week of:** | | October 13-17, 2014 | |
| **Unit Vocabulary:** | | | Unit 10, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | Think/Pair/Share, survey, improv, role-playing, quizlet.com, ticket-out-the-door | | | | | | | | | | | | | | | | |
| **Day 1** | | | | | **Day 2** | | | | | | **Day 3** | | | | **Day 4** | | | | | **Day 5** | | |
| **Common Core Standard(s)**: | | | | | **Common Core Standard(s)** | | | | | | **Common Core Standard(s)**: | | | | **Common Core Standard(s)**: | | | | | **Common Core Standard(s)**: | | |
| ELACC12RL1: 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. | | | | | 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. | | | | | | 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.) | | | | 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.) | | | | | 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 does the term Renaissance mean? | | | | | What key things have been learned about the English Renaisssance? | | | | | | What is a tragedy? | | | | What are the essentials in Book 3 for 1984? | | | | | What are the definintions of the words in Unit 10 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 10 Vocabulary | | | | | * Complete ex. 2 of Unit 10 vocabulary | | | | | | * Complete ex, 3 of Unit 10 vocabulary | | | | * Complete final Unit 10 vocabulary exercise and a puzzle packet for review | | | | | * study for Unit 10 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Think/Pair/Share The Renaissance | | | | | * Ask survey questions about beliefs related to Hamlet * Participate in improv skits | | | | | | * Assign/choose dramatic roles for Shakespeare's Hamlet | | | | * Review for Book Three quiz over 1984 | | | | | * Review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Begin answering questions from The Renaissance introduction worksheet * Read 1984 * Answer reading guide questions | | | | | * Finish the introduction to the Renaissance worksheet * Ticket-Out-The-Door - Ten things I have learned about The English Renaissance | | | | | | * Begin dramatic reading of Act I Hamlet * Answer reading guide questions | | | | * Take quiz over Book Three 1984 * Read Hamlet | | | | | * Take Unit 10 vocabulary quiz * Complete puzzle worksheet until all are finished * Read Act II by role-playing * Complete reading guide questions * Take quiz over Act I either today or Monday | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 10 vocabulary packet * Renaissance worksheet * Think/Pair/Share | | | | | * Unit 10 vocabulary packet * Introduction to The Renaissance * Ticket-Out-The-Door | | | | | | * Unit 10 vocabulary packet * Hamlet packet * Hamlet Act I reading guide * Act I Hamlet quiz when needed | | | | * Unit 10 vocabulary packet * Hamlet packet * 1984 book * quiz 1984 Book 3 | | | | | * computer * overhead projector * quizlet.com * Unit 10 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content:Think/Pair/Share Renaissance ideas | | | | | * Content: survey and improv skits related to Hamlet | | | | | | * Content: dramatic role-playing for Shakespeare's play Hamlet | | | | * Content: discussion o Book 3 1984 | | | | | * Content: review of Unit 10 vocabulary appealing to auditory, and visual learning styles | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Mixed ability to answer Renaissance introduction sheet | | | | | * Mixed ability to complete Renaissance introduction sheet | | | | | | * characters being role-played for Act I Hamlet | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
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| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | checklist vocabulary Unit 10, ex. 1 | | | | ***Formative:*** | | | | checklist completion of Renaissance Introduction | | ***Formative:*** | | |  | ***Formative:*** |  | | | | ***Formative:*** | |  |
| ***Summative:*** |  | | | | ***Summative:*** | | | |  | | ***Summative:*** | | | Act I Hamlet quiz when finished with Act I | ***Summative:*** |  | | | | ***Summative:*** | | Unit 10 Vocabulary Quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read 1984 and answer reading guide | | | | | Read 1984 and answer reading guide | | | | | | Read 1984 and answer reading guide  Study for quiz | | | | Read 1984  Study for Unit 13 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. | | | | | | | | | | | | | | | |