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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 4th | **Week of:** | | October5-9, 2015 | | |
| **Unit Vocabulary:** | | | | Unit 9 Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | role-play drama, think/pair/share, puzzle packet, kahoot.com and quizlet.com, video clips, quizzes, Achieve 3000 | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | ELACC112RL7: 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 | | | | | | | 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. | | | | | ELACC12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | | | | | | ELACC12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| Where is the climax in Hamlet's act III? | | | | | | Why is breaking up so hard to do? | | | | | | | Is Ophelia really crazy, or is she pretending? | | | | | Who is Hamlet's foil? | | | | | | What are the definitions, spellings, pronunciations, and parts of speech of the words in Unit 9 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Complete ex. 1 of Unit 9 vocabulary | | | | | | * Complete ex. 2 of Unit 9 vocabulary | | | | | | | * Complete ex. 3 of Unit 9 vocabulary | | | | | * Complete all of vocabulary Unit 9 exercises and puzzle packet for review * Use chrome books to sign up for Achieve 3000 | | | | | | * Study for Unit 9 vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Define and identify examples of blank verse | | | | | | * View blog of reasons why people break up * Write journal entry about breaking up | | | | | | | * Watch video clip of Ophelia and discuss why she acts the way she does | | | | | * Define foil and who would be Hamlet's foil | | | | | | * Review for Unit 9 vocabulary using Kahoot.com and quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * role-play/read Act III of Hamlet * Complete reading guide of Hamlet Act III * Review ActI using video clip if time * Take appropriate quiz for Hamlet when ready * Handout and discuss soliloquy assignment | | | | | | * Role-play read Act III or IV of Hamlet * View video clips of actors portraying Hamlet's "To Be or Not to Be" * Rate actors portraying Hamlet * Answer reading guide questions * Take appropriate quiz for the Hamlet act finished * Assign soliloquy project | | | | | | | * Watch excerpt from BBC film about Hamlet to summarize what has been already read if needed * After discussion, take quiz over Act of Hamlet if needed * Read/role play Act IV or V of Hamlet * Answer reading guide questions | | | | | * Watch video clip from Hamlet * Continue role-playing/reading Act V if needed * Begin presentations of Hamlet soliloqy parody * Answer reading guide questions for the act being read * **Take appropriate Hamlet quiz** * **Begin work on Hamlet review before test** | | | | | | * Take Unit 9 vocabulary quiz * When finished with quiz, complete puzzle until all are finished * **Finish soliloquy presentations if needed** * Continue role-play of Hamlet if needed * Perform 34 second Hamlet if time * Answer reading guide questions * work on review for test | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Unit 9 Vocabulary packet * Hamlet packet * reading guide Act III of Hamlet * Quiz if needed * overhead projector * video clip for review * Soliloquy project | | | | | | * Unit 9 vocabulary packet * Hamlet packet * Reading guide Act III or IV * Journal handout * Soliloquy project | | | | | | | * Unit 9 vocabulary packet * overhead projector * video clip * Hamlet packet * reading guide of appropriate act of Hamlet | | | | | * vocabulary packet Unit 9 * Hamlet packet * reading guide for Hamlet * Appropriate quiz for Hamlet * overhead projector * video clip | | | | | | * overhead projector * computer * kahoot.com and quizlet.com * Unit 9 vocabulary quiz * puzzle for after quiz * Hamlet packet * reading guide for Hamlet * 34 second 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 | | | | | | * Content: role-playing | | | | | | | * Content: role-play Hamlet | | | | | * Content: role-play Hamlet | | | | | | * Content: role-play Hamlet | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * quiz over Hamlet if needed | | | | | | * quiz over Hamlet act | | | | | | | * quiz over appropriate Hamlet act | | | | | * quiz Hamlet if needed * vocabulary completion | | | | | | * 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:*** | | reading guide questions  vocabulary exercise | | | | ***Formative:*** | | | | | completed vocabulary exercise  rating of actors and journal | | ***Formative:*** | | | | vocabulary check off | ***Formative:*** | | check off of vocabulary packet and puzzle packet | | | | ***Formative:*** | | | vocabulary review  34 second Hamlet |
| ***Summative:*** | | Hamlet quiz if needed | | | | ***Summative:*** | | | | | Quiz over Hamlet if needed | | ***Summative:*** | | | | Hamlet quiz | ***Summative:*** | | Hamlet quiz if needed | | | | ***Summative:*** | | | Unit 9 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | | Prepare for appropriate Hamlet quiz | | | | | | | prepare for next Hamlet quiz | | | | | review for Unit 9 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. | | | | | | | | | | | | | | | | | | | |