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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 1st | **Week of:** | | October 5-9,2015 | | |
| **Unit Vocabulary:** | | | | Unit 9, Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | dramatic reading, discussions, quizlet.com, kahoot.com, think/pair/share, overhead projector, video clips, journal entry, soliloquy assignment | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| ELACC12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) | | | | | | 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. | | | | | | | 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 | | | | | 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:** | | | |
| Is it okay for parents to spy on their children/teenagers to find out what they are in to? | | | | | | How can a person be invisible? | | | | | | | Where is the climax in the play Hamlet? | | | | | Why is breaking up with someone so hard to do, and why is Hamlet so brutal to Ophelia, and does she deserve it? | | | | | | 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:** | | | |
| * Think/Pair/Share - Advice for upcoming freshman or high school sibling | | | | | | * Socratic Seminar for the book * Invisible Man based on intensive reading guide due * today | | | | | | | * Watch video clips of actors portraying Hamlet's "To Be or Not to Be" soliloquy * Rate them using form | | | | | * Set up classes for Achieve 3000 | | | | | | * Study for Unit 9 vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Review advice strategies started Friday including newspaper column | | | | | | * Arrange class for the Socratic Seminar | | | | | | | * Discuss where climax is in Hamlet Act III | | | | | * View blog for reasons why people break up | | | | | | * Review for vocabulary Unit 9 quiz using Kahoot.com and Quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * 1. Role/Play/ Read Act II of Hamlet * 2. Discuss if it is okay for parents to spy on their children/teenagers * 3. Define and identify blank verse * 4. Answer reading guide questions for Act II * 5. Take quiz over Act II if finished | | | | | | * If time, role-play/read * appropriate act of Hamlet * Complete questions in reading guide * Take quiz over finished act when needed * Give out soliloquy assignment based on Hamlet's famous "To Be or not to Be" soliloquy | | | | | | | * After discussion, take quiz over Act of Hamlet if needed - watch review video clip if time and needed * Read/role play Act III of Hamlet * Answer reading guide questions * Begin Act IV if needed | | | | | * Write journal entry about breaking up with someone and returning all of their gifts * Continue Act III if needed or begin Act IV * Answer reading guide questions * Take appropriate quiz for finished Hamlet act * Type soliloquy assignment if time | | | | | | * Take Unit 9 vocabulary quiz * Present soliloquies based on Hamlet's famous "To Be or Not to be" * Role-play/read appropriate Hamlet act and answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Hamlet packet for reading * Reading Guide for Act II Hamlet * Think/pair/share - advice * quiz for finished Hamlet act | | | | | | * questions for socratic seminar | | | | | | | * Hamlet packet * Hamlet reading guide for act being read * Quiz needed for Hamlet * overhead projector * **clips from actors portraying Hamlet** * Video clip to review Hamlet | | | | | * Hamlet Act III or IV packets * reading guide for appropriate | | | | | | * overhead projector * kahoot.com * quizlet.com * unit 8 vocabulary quiz | | | |
| **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: Socratic Seminar | | | | | | | * Content: role-play Hamlet * view clips from actors | | | | | * content: role-playing Hamlet * journal entry | | | | | | * Content: review of vocabulary words | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
| * quiz after each act | | | | | | * Socratic Seminar | | | | | | | * Appropriate Hamlet quiz and answered reading guide | | | | | * quiz for Hamlet | | | | | | * 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:*** | | Completed reading guide for each act | | | | ***Formative:*** | | | | | Socratic Seminar questions | | ***Formative:*** | | | | Hamlet reading guide for appropriate act  rating of actors portraying Hamlet | ***Formative:*** | | role-playing for Hamlet play  Journal entry | | | | ***Formative:*** | | | vocabulary review |
| ***Summative:*** | | Hamlet Act quiz when finished | | | | ***Summative:*** | | | | | Reading Guide turned in and completed for Invisible Man | | ***Summative:*** | | | | quiz over Hamlet act | ***Summative:*** | | quiz over Hamlet if needed | | | | ***Summative:*** | | | Unit 9 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Review each act of Hamlet when finished for quiz  Work on Invisible Man reading guide  Prepare ten questions for Socratic Seminar | | | | | | Be prepared for next Hamlet quiz | | | | | | | Prepare for appropriate Hamlet quiz | | | | | Study 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. | | | | | | | | | | | | | | | | | | | |