|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | Honors English 12 | | / | 1st | **Week of:** | | September 22-26, 2014 | |
| **Unit Vocabulary:** | | | Level G Unit 7 | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | discussion, student lessons, review, textbook, quizlet.com, grammar review | | | | | | | | | | | | | | | | |
| **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)**: | | |
| ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. | | | | | 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. | | | | | | ELACC11-12RL5: 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 explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | | | | | 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:** | | |
| How do authors use symbols in fiction? | | | | | How do you determine the author's theme in fiction? | | | | | | How do you determine an author's style, tone and use of irony in a work of fiction | | | | What is Minimalist Fiction? | | | | | What are the definitions, spellings, pronunciations, synonyms and antonyms of the words in Unit 7 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Edit Daily Grammar Practice (DGP) | | | | | * Edit DGP Tuesday | | | | | | * Edit DGP Wednesday | | | | * Read the essay on page 346 in the textbook On Minimalist Fiction | | | | | * Study for Unit 7 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review Point of View and The Lady with the Pet Dog | | | | | * Review symbols as applied to the short story "Clothes" | | | | | | * Review theme before quiz as applied to "Miss Brill" | | | | * List the elements of Minimalist fiction | | | | | * review using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Take quiz over "The Lady with the Pet Dog" * Show pictures of a Sari before lesson on symbols * Present lesson on symbols by students | | | | | * Take quiz on "Clothes" * Student presented lesson on theme as applied to the short story "Miss Brill" * Read Heart of Darkness | | | | | | * Take quiz over lesson theme as applied to short story "Miss Brill" * **Student presented lesson on** * **Style, tone, and irony as applied to short story "Popular Mechanics"** * **Read Heart of Darkness if time** | | | | * Complete number one on page 347 of textbook "Considerations for Critical Thinking and Writing" * Complete packet for vocabulary Unit 7 * Read the novella Heart of Darkness * Answer reading guide questions | | | | | * Take Unit 7 vocabulary quiz * Read novella Heart of Darkness * Answer reading guide questions | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * DGP handout * Unit 7 vocabulary packet due Friday * quiz "The Lady with the Pet Dog" * textbook | | | | | * DGP Handout * textbook * quiz on "Clothes" * Student lesson materials | | | | | | * DGP handout * quiz over "Miss Brill" and theme * textbook * student lessson materials | | | | * textbook * vocabulary Unit 7 packet * writing materials | | | | | * Unit 7 vocabulary quiz * compute * overhead projector * quizlet.com * novella Heart of Darkness | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Content: Student presented lesson on symbols | | | | | * Content: student interpretation of element of theme in fiction | | | | | | * Content: student interpretation of style, tone, and irony | | | | * Content: students use critical thinking skills to write how two stories do or do not meet description of minimalist fiction | | | | | * Content: review utilizing auditory, and visual learnin styles | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * partners | | | | | * partners | | | | | | * partners | | | |  | | | | |  | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * Quiz | | | | | * informal and formal | | | | | |  | | | | * informal | | | | |  | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | checklist of lesson | | | | ***Formative:*** | | | | observational checklist of lesson | | ***Formative:*** | | | observational checklist of lesson | ***Formative:*** | completed crtical thinking | | | | ***Formative:*** | | review of vocabulary |
| ***Summative:*** | quiz "The Lady with the Pet Dog" | | | | ***Summative:*** | | | | quiz over "Clothes" | | ***Summative:*** | | | quiz over "Miss Brill" | ***Summative:*** |  | | | | ***Summative:*** | | Unit 7 vocabulary quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read Heart of Darkness | | | | | Read Heart of Darkness | | | | | | Read Heart of Darkness | | | | Study for Unit 7 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. | | | | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade Level:** | | 12 | | **Teacher/Room**: | | | | Dial | | / | | 416 | **Course(s)/ Period(s):** | | English 12 | | / | 2,4 | **Week of:** | | 9/22-26 2014 | |
| **Unit Vocabulary:** | | | Unit 7, Level G | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | textbook, discussion, group work, review, quizlet.com, read novel, listen to ballads | | | | | | | | | | | | | | | | |
| **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). | | | | | 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. | | | | | | 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. | | | | 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. | | | | | ELACC11-12L4: 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:** | | |
| Is Chaucer ahead of his day regarding women's rights? | | | | | What is the moral of The Wife of Bath tale? | | | | | | What are the elements that make up a ballad? | | | | What are the foreshadowing elements that indicate Winston in 1984 is not as safe as he thinks? | | | | | What are the definitions, pronunciations, spellings, and synonyms and antonyms of the words in Unit 7 vocabulary? | | |
| **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | |
| * Complete ex. 1 of Unit 7 vocabulary | | | | | * Complete ex. 2 of Unit 7 vocabulary | | | | | | * Complete ex. 3 of Unit 7 | | | | * Complete all of Unit 7 vocabulary | | | | | * Study for Unit 7 vocabulary quiz | | |
| **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | |
| * Review frame story | | | | | * Review for Wife of Bath quiz | | | | | | * read and listen to ballads | | | | * Complete puzzle packet for review of Unit 7 vocabulary | | | | | * Review for vocabulary quiz using quizlet.com | | |
| **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | | **Lesson:** | | | | | **Lesson:** | | |
| * Read The Wife of Bath from The Canterbury Tales * discuss Chaucer's view of women from reading The Wife of Bath -Think/Pair/Share * In groups, create, write, and illustrate modern prologue and tale based on The Canterbury Tales | | | | | * Take "Wife of Bath" quiz * In groups continue working on modern prologue and tale based on The Canterbury Tales | | | | | | * Note the elements that make up a ballad after reading and listening to several * Read two Medieval Ballads * In selected groups continue work on modern prologue and tale | | | | * Read the novel 1984 * Complete study guide questions * In groups finalize group presentation of modern prologue and tale | | | | | * Take Unit 7 vocabulary quiz * Read novel 1984 * Finalize all aspects of group modern prologue and tale to be ready to present Monday | | |
| **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | |
| * Unit 7 vocabulary packet * textbook * group materials for project | | | | | * Unit 7 vocabulary packet * textbook * group materials for project | | | | | | * textbook * handouts of ballads * computer * overhead projector * ballads performed | | | | * novel 1984 * vocabulary packet * study guide for 1984 * group materials for project | | | | | * computer * overhead projector * quizlet.com * Unit 7 vocabulary quiz | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | |
| * Product: group prologue and tale * Content: Think/Pair/Share | | | | | * Content: supplementary materials * Ticket Out The Door | | | | | | * Content: varied supplementary materials in form of lyrics, ballads, performances | | | | * Content: puzzles for kinesthetic learners, review for visual and auditory learners | | | | | * Content: review of vocabulary | | |
| ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | | | | | ***Grouping Strategy (if any):*** | | | | ***Grouping Strategy (if any):*** | | | | | ***Grouping Strategy (if any):*** | | |
| * Interest groups of three or four to write modern prologue and tale | | | | | * groups to write modern prologue and tale | | | | | | * groups for modern prologue and tale | | | | * groups for modernprologue and tale | | | | | * groups for modern prologue and tale | | |
| ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | | | | | ***Assessment Strategy:*** | | | | ***Assessment Strategy:*** | | | | | ***Assessment Strategy:*** | | |
| ***(What form of assessment did you use to determine your differentiation strategy?)*** | | | | | | | | | | | | | | | | | | | | | | |
| * observational checklist for vocabulary and group work | | | | | * observational checklist | | | | | | * observational checklilst | | | | * completion of puzzle packet | | | | | * Unit 7 quiz | | |
| **Assessment :** | | | | | **Assessment :** | | | | | | **Assessment :** | | | | **Assessment :** | | | | | **Assessment :** | | |
| ***(Formative should be listed daily. List all that apply. Summative only applies to major grades.)*** | | | | | | | | | | | | | | | | | | | | | | |
| ***Formative:*** | observational checklist  Think/Pair/Share | | | | ***Formative:*** | | | | observational checklist  Ticket Out The Door | | ***Formative:*** | | | checklist | ***Formative:*** | puzzle packet completion | | | | ***Formative:*** | | observation of participation in review |
| ***Summative:*** | rubric for final group presentation | | | | ***Summative:*** | | | | quiz "Wife of Bath" | | ***Summative:*** | | |  | ***Summative:*** |  | | | | ***Summative:*** | | Unit 7 quiz |
| **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | | **Homework:** | | | | | **Homework:** | | |
| Read novel 1984 | | | | |  | | | | | |  | | | | Study for Unit 7 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. | | | | | | | | | | | | | | | |