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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 1st, 2nd | **Week of:** | | 8-11, 2015 | | |
| **Unit Vocabulary:** | | | |  | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | reading responsively, Think/Pair/Share, discussion, quizzes, student presentations, kahoot.com, quizlet.com, video clip, journal | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| LABOR DAY HOLIDAY | | | | | | ELACC12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose. | | | | | | | 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). | | | | | ELACC12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | | | | | | 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:** | | | |
|  | | | | | | When we read a work of fiction, how should we examine the characters revealed to us? | | | | | | | What are the elements of setting in a work of fiction? | | | | | How does understanding a writer's use of point of view help us understand the writer's perspective? | | | | | | How is an enhanced vocabulary a help in reading literature? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * Review elements of plot | | | | | | | * Take quiz over "Bartleby, the Scrivener" | | | | | * Take quiz over "Soldier's Home" | | | | | | * Study for Unit 6 vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
|  | | | | | | * Read lyrics and listen to song relating to story "A Rose for Emily" | | | | | | | * Write as a journal entry and discus what does the term "home" mean to you | | | | | * View ways to compare and contrast two literary works | | | | | | * Review using quizlet.com and Kahoot.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
|  | | | | | | * Take quiz over "A Rose for Emily" * Student sets up and prepares lesson on character using the short story "Bartleby, the Scrivener" * Discuss and review element of characer * Read Invisible Man if any time is left | | | | | | | * student presentation of element of fiction with (Setting) * discuss element and how it applies to "Soldier's Home" | | | | | * Present element of fiction (Point of Viewl) * Discuss how the short story "The Lady with the Pet Dog" by Chekhov and Joyce Carol Oates changes our view when the point of view changes * write compare and contrast outline of the two short stories with the same name "The Lady with the Pet Dog" | | | | | | * Take Unit 6 vocabulary quiz * When finished read short story "clothes" in textbook, page 273 * Prepare for fiction elements lessons beginning Monday | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | | * textbook * presentation of their fiction element * quiz "A Rose for Emily" | | | | | | | * textbook * presentation of setting * quiz over "Bartleby, the Scrivener" | | | | | * textbook * presentation for Point of View * compare and contrast material * quiz for "Soldier's Home" | | | | | | * computer * overhead projector * quizlet.com | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
|  | | | | | | * Product: Lesson on character presented by partners * Content: video of song and lyrics based on short story | | | | | | | * Product: student lesson on setting * Content: journal entry | | | | | * Product: student lesson presentation of literary element point of view | | | | | | * Content: Vocabulary Unit 6 quiz | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
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| **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:*** | | | | |  | | ***Formative:*** | | | |  | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | presentation rubric of fiction element and quiz over short story | | ***Summative:*** | | | | quiz over fiction element and related story and presentation rubric | ***Summative:*** | | presentation rubric for point of view presentation | | | | ***Summative:*** | | | Unit 6 vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | | Read "Soldier's Home"  Read novel and answer reading guide questions | | | | | | | Read "The Lady with the Pet Dog" by chekhov" and Joyce Carol Oates | | | | | Study for Unit 6 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. | | | | | | | | | | | | | | | | | | | |