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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 4th | **Week of:** | | September 8-11, 2015 | | |
| **Unit Vocabulary:** | | | | Unit 6, Level G | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | textbook, discussion, group work, review, quizlet.com,kahoot.com, listen to ballads | | | | | | | | | | | | | | | | | | | | |
| **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 | | | | | | 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. | | | | | 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. | | | | | | What are the definitions, pronunciations, spellings, and synonyms and antonyms of the words in Unit 6 vocabulary? | | | |
| **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 definitions, pronunciations, spellings, and synonyms and antonyms of the words in Unit 6 vocabulary? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
|  | | | | | | * Complete ex. 1 of Unit 6 vocabulary | | | | | | | * Complete ex. 2 and 3 of Unit 6 | | | | | * Complete all of ex. 6 vocabulary * and puzzle packet for review | | | | | | * Study for Unit 6 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 | | | | | | * Review for vocabulary quiz using quizlet.com and Kahoot.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 * 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 * Finalize group work on modern prologue and tale * Begin presenting | | | | | | * Take Unit 6 vocabulary quiz Present group modern prologues and tales | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
|  | | | | | | * Unit 6 vocabulary packet * textbook * group materials for project | | | | | | | * Unit 6 vocabulary packet * textbook * group materials for project | | | | | * textbook * handouts of ballads * computer * overhead projector * ballads performed | | | | | | * computer * overhead projector * quizlet.com and Kahoot.com * Unit 6 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: supplementary materials | | | | | * Content: varied supplementary materials in form of lyrics, ballads, performances | | | | | | * Content: review of vocabulary | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
|  | | | | | | * Interest groups of three or four to write modern prologue and tale | | | | | | | * Interest groups of three or four to write modern prologue and tale | | | | | * Interest groups of three or four to write modern prologue and tale | | | | | | * Interest groups of three or four to write modern prologue and tale | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * observational checklist for vocabulary and group work | | | | | | | * observational checklist | | | | | * checklist | | | | | | * Unit 6 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:*** | |  | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | | checklist | ***Formative:*** | | puzzle packet completion | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | | quiz "Wife of Bath" | | ***Summative:*** | | | |  | ***Summative:*** | | rubric for group presentation | | | | ***Summative:*** | | | Unit 6 quiz  rubric for group presentation |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
|  | | | | | |  | | | | | | | complete any work on group prologue and tale if needed | | | | | 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. | | | | | | | | | | | | | | | | | | | |