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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | Honors English 12 | | | / | 2nd | **Week of:** | | October 24-28, 2016 | | |
| **Unit Vocabulary:** | | | | Unit vocabulary | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | discussions, quizlet.com, Kahoot,com, overhead projector, video, textbook, reflections | | | | | | | | | | | | | | | | | | | | |
| **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)**: | | | |
| 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 an American dramatist.) | | | | | | | 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. | | | | | 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.) | | | | | | 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:** | | | |
| What are the plans for the class presentation on Poe Day? | | | | | | How does Winston's life in 1984 change drastically in Book Two? | | | | | | | What were the favored genres of the Renaissance time period? | | | | | What is the definition of carpe diem poetry? | | | | | | What are the definitions of the Renaissance unit vocabulary words? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Complete DGP exercise * Complete Voice exercise | | | | | | * Edit DGP | | | | | | | * Ask questions prior to 1984 quiz | | | | | * watch video clips about pastoral and carpe diem poems | | | | | | * Study for Unit vocabulary quiz | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Get materials together for Poe Day | | | | | | * Discussion of Novel 1984 Book I | | | | | | | * Define what is a sonnet * Write words and determine their meter by sounding them out to see if you get the right meter | | | | | * complete puzzle packet for vocabulary list * Edit DGP | | | | | | * Review for Unit vocabulary using Kahoot.com and quizlet.com | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Finish any not presented Hamlet soliloquys * Watch clips from Shakespeare Reduced * **Play for Poe Day** * Read 1984 and discuss schedule | | | | | | * Plan/reheare for Poe Day * Watch Shakespeare Reduced * Discussion/activities for novel 1984 * Read 1984 * Answer reading guide questions | | | | | | | * Take 1984 quiz over Book II * Plan/rehearse for Poe Day * Read sonnets from text and determine type of sonnet * Discuss meanings of Shakespeare's sonnets * Read/activities related to 1984 | | | | | * Plan/rehearse for Poe Day * watch video clips about pastoral and carpe diem poems * Read four pastoral poems in the textbook * Write reflection on each poem * Analyze four poems * Read/activities 1984 | | | | | | * Take Unit vocabulary quiz * Plan/rehearse for Poe Day Monday * Read novel 1984 * Answer reading guide questions | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Unit vocabulary list * video Shakespeare Reduced * Overhead projector * unit vocabulary | | | | | | * computer/overhead projector * **Hamlet movie or finish Shakespeare Reduced** | | | | | | | * textbook * overhead projector * Hamlet movie | | | | | * textbook * quizlet.com * computer/overhead projecor * Pastoral and carpe diem videos | | | | | | * overhead projector * computer * kahoot.com and quizlet.com * Unit vocabulary quiz * puzzle for after quiz | | | |
| **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | | | | **Differentiation:**  ***Content/Process/Product:*** | | | |
| * Content:reading of 1984 | | | | | | * Product: Poe Day presentation | | | | | | | * Content: visual representation of Shakespeare's play Hamlet | | | | | * Content: reflection of Shakespeare's sonnets | | | | | | * Content: appeal to visual, auditory, and tactile learners with different ways to review vocabulary | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
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| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * informal observation | | | | | | | * Informal | | | | |  | | | | | | * 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:*** | | informal observation | | | | ***Formative:*** | | | | | Work on Poe Day | | ***Formative:*** | | | | Discussion of Shakespearean Sonnets | ***Formative:*** | | Poem reflections | | | | ***Formative:*** | | | vocabulary review |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | |  | ***Summative:*** | |  | | | | ***Summative:*** | | | Unit vocabulary quiz |
| ***Performance Based:*** | | | | | | ***Performance Based:*** | | | | | | | ***Performance Based:*** | | | | | ***Performance Based:*** | | | | | | ***Performance Based:*** | | | |
|  | | | | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **Homework:** | | | | | | **Homework:** | | | | | | | **Homework:** | | | | | **Homework:** | | | | | | **Homework:** | | | |
| Read novel 1984 and answer  reading guide questions | | | | | | Read novel 1984 and answer Reading Guide  Prepare for Book Two 1984 quiz | | | | | | | read novel 1984 and answer reading guide questions | | | | | Study for Unit vocabulary quiz  Read 1984  Answer reading guide | | | | | | Read novel1984 and answer reading guide questions | | | |
| **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. | | | | | | | | | | | | | | | | | | | |