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| **Grade Level:** | | | 12 | | **Teacher/Room**: | | | | Dial | | | / | | 416 | **Course(s)/ Period(s):** | | | English 12 | | | / | 1st, 4th | **Week of:** | | September 12-16, 2016 | | |
| **Unit Vocabulary:** | | | | frame story, ballad, vocabulary from "The Wife of Bath" | | | | | | | | | | | | | | | | | | | | | | | |
| **Instructional Strategies Used:** | | | | | | | textbook, discussion, group work, review, grammar review, 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)**: | | | |
| ELACC12W3: Write narratives to develop effective technique, well-chosen details, and well-chosen details, and well-structured event sequences | | | | | | 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. | | | | | | ELACC12SL2:Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally). | | | |
| **Essential Question:** | | | | | | **Essential Question:** | | | | | | | **Essential Question:** | | | | | **Essential Question:** | | | | | | **Essential Question:** | | | |
| What progress has my group made in the creating, writing, and illustrating of our modern-day Canterbury prologue and tale? | | | | | | 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? | | | | | | Is my group prepared to present our modern-day prologe and tale based on  The Canterbury Tales? | | | |
| **Mini Lesson:** | | | | | | **Mini Lesson:** | | | | | | | **Mini Lesson:** | | | | | **Mini Lesson:** | | | | | | **Mini Lesson:** | | | |
| * Edit DGP Week 5 | | | | | | * Edit DGP Week 5 | | | | | | | * Edit DGP Week 5 | | | | | * Edit DGP Week 5 | | | | | | * Edit DGP Weel 5 | | | |
| **Activating Strategies:** | | | | | | **Activating Strategies:** | | | | | | | **Activating Strategies:** | | | | | **Activating Strategies:** | | | | | | **Activating Strategies:** | | | |
| * Get in groups for project | | | | | | * Review frame story | | | | | | | * Review for Wife of Bath quiz | | | | | * read and listen to ballads | | | | | | * Get materials together for group presentations | | | |
| **Lesson:** | | | | | | **Lesson:** | | | | | | | **Lesson:** | | | | | **Lesson:** | | | | | | **Lesson:** | | | |
| * Work in groups to write, illustrate, and present at end of week a modern verions of a prologue (10 characters and a tale) representative of Chaucer's The Canterbury Tales | | | | | | * 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 | | | | | | * Groups will present modern-day prologe (10 characters and one tale) as a modern representation of Chaucer's The Canterbury Tales | | | |
| **Resource/Materials:** | | | | | | **Resource/Materials:** | | | | | | | **Resource/Materials:** | | | | | **Resource/Materials:** | | | | | | **Resource/Materials:** | | | |
| * Materials needed for each group * chromebooks * DGP Week 5 | | | | | | * DGP * textbook * group materials for project | | | | | | | * textbook * group materials for project * Wife of Bath Quiz | | | | | * textbook * handouts of ballads * computer * overhead projector * ballads performed | | | | | | * computer * overhead projecto | | | |
| **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 | | | | | | * Product: group prologue and tale | | | | | | | * Content: supplementary materials | | | | | * Content: varied supplementary materials in form of lyrics, ballads, performances | | | | | |  | | | |
| ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | | | | | ***Grouping Strategy:*** | | | | | ***Grouping Strategy:*** | | | | | | ***Grouping Strategy:*** | | | |
| * interest groups to write modern prologue and tale | | | | | | * Interest groups to write modern prologue and tale | | | | | | | * Interest groups to write modern prologue and tale | | | | | * Interest groups to write modern prologue and tale | | | | | | * Interest groups to write modern prologue and tale | | | |
| ***Assessment:*** | | | | | | ***Assessment:*** | | | | | | | ***Assessment:*** | | | | | ***Assessment:*** | | | | | | ***Assessment:*** | | | |
|  | | | | | | * observational checklist for group work | | | | | | | * observational checklist | | | | | * checklist | | | | | | * rubric | | | |
| **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:*** | | observational checklist for groupwork | | | | ***Formative:*** | | | | |  | | ***Formative:*** | | | | checklist | ***Formative:*** | |  | | | | ***Formative:*** | | |  |
| ***Summative:*** | |  | | | | ***Summative:*** | | | | |  | | ***Summative:*** | | | | quiz "Wife of Bath" | ***Summative:*** | | rubric for group presentation | | | | ***Summative:*** | | | 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 | | | | | finalize any group work for remaining presentations | | | | | |  | | | |
| **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. | | | | | | | | | | | | | | | | | | | |