

Teacher:

Course: **English IV-H**

Period(s): 1<sup>st</sup> Block

Week of: / Dates: October 9-13, 2017

Unit Title:

State Standards:

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday	E4-RL-1 E4- RL-2 E4-RL3 E4-RL-4 E4-RL5 E4-RL-46 E4-W-1 E4-L6	The student will: <ul style="list-style-type: none"> <li>Complete basic research activities answer the questions on language development surrounding middle English usage in The Canterbury Tales</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>Direct, guide, and monitor student discussion</li> <li>Lead students in reading the second half of prologue</li> </ul>	The students will <ul style="list-style-type: none"> <li>Research the answers to language questions.</li> <li>Develop “getting to know each other” questions for “Speed Dating” activity.</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>Direct, guide, and monitor student discussion</li> <li>Lead students in reading the second half of prologue</li> </ul>	Large Group; pairs	Laptops; notes on pilgrims;	
Tuesday	E4-RL-1 E4- RL-2 E4-RL3 E4-RL-4 E4-RL5 E4-RL-46 E4-W-1 E4-L6	The students will: <ul style="list-style-type: none"> <li>Read independently for 20 minutes</li> <li>Share ideas and thoughts about <i>Grendel</i>.</li> <li>Share basic information of their “personal” pilgrim.</li> <li>Meet other pilgrims in a “speed dating” activity</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>Monitor students as model silent reading</li> <li>Monitor, evaluate, and advise students in discussion of <i>Grendel</i></li> </ul>	The student will: <ul style="list-style-type: none"> <li>Read silently</li> <li>Ask, answer, share, and discuss chapters 8-12 of <i>Grendel</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and homework evaluated</li> </ul>	Large Group; pairs	Copy of Grendel; student homework; student questions	
Wednesday	E4-RL-1 E4- RL-2 E4-RL3 E4-RL-4 E4-RL5 E4-RL-46 E4-W-1 E4-L6	The students will <ul style="list-style-type: none"> <li>Begin working on their one page project for Grendel.</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>Provide directions for project</li> <li>Guides students as they work</li> <li>Answer questions that may arise</li> </ul>	The students will: <ul style="list-style-type: none"> <li>Plan project;</li> <li>Identify theme, characters, setting, conflict, plot elements.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation during student work.</li> <li>Eventual grading of project based on Grendel</li> </ul>	Large Group; pairs		

<b>Thursday</b>	E4-RL-1 E4- RL-2 E4-RL3 E4-RL-4 E4-RL5 E4-RL-46 E4-W-1 E4-L6	The students will <ul style="list-style-type: none"> <li>• read two tales from The Canterbury Tales. The students will be grouped according to the story they choose (The Wife of Bath's Tale or The Pardoner's Tale)</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>• give background information</li> <li>• help students to identify both tales</li> <li>• guide students in group discussion when stories are complete.</li> </ul>	The students will: <ul style="list-style-type: none"> <li>• read the stories</li> <li>• discuss the stories within their groups based on identifying characters, plots, pilgrim profiles, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation during group discussions</li> <li>• Eventual grading of project based on The Prologue and the Reading of the stories.</li> </ul>	Large Group; pairs		
<b>Friday</b>	E4-RL-1 E4- RL-2 E4-RL3 E4-RL-4 E4-RL5 E4-RL-46 E4-W-1 E4-L6	The students will <ul style="list-style-type: none"> <li>• Begin working on their Canterbury tales project.</li> </ul>	The teacher will: <ul style="list-style-type: none"> <li>• Provide directions for project</li> <li>• Guides students as they work</li> <li>• Answer questions that may arise</li> </ul>	The students will: <ul style="list-style-type: none"> <li>• Work together and then independently on the project.</li> <li>• They will determine which pilgrim they will create a profile for.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation during group discussions</li> <li>• Eventual grading of project based on The Prologue and the Reading of the stories.</li> </ul>	Large Group; pairs		

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.