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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: November 16, 2015 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | *To Kill a Mockingbird*   * Be introduced to the novel by completing and discussing an Anticipation Guide. | | * Lead the discussion on the novel based on the Anticipation Guide * Lead the class in reading the 3rd Chapter | | * Discuss the Anticipation Guide. * Read the novel Chapter 3 * Answer questions | | * Participation grade based on student answers to questions. * Written exercise based on vocabulary word list | |
| **Tuesday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Revise aspects of pre-assessment questions with special emphasis on prose – The Oval Portrait – Edgar Allan Poe. | | Provide students with the prose that formed part of the pre-assessment; teach aspects, set and review questions with a view to establishing knowledge of certain concepts. | | Analyze aspects of prose similar to the pre-assessment so as to familiarize students with terms, the way questions are posed, and generally eliminating fears that accompany extensive examination question papers. | | Participation graded. | |
| **Wednesday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | *To Kill a Mockingbird*.   * Examine the To Kill a Mockingbird Screenplay in anticipation of viewing the movie * Continue reading and discussing the novel | | * Provide the screenplay versions of To Kill a Mockingbird * Lead the class in reading excerpts from the screenplay * Point out to students how screenplays are adapted from the original novel | | * Be exposed to the Screenplay version of To Kill a Mockingbird * Read parts of the screenplay * Answer questions on handout relating to chapters read * Complete vocabulary words and their meanings based on the chapters read. | | * Teacher observations * Written work graded * Class participation grade | |
| **Thursday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Lesson on Satire: **SATIRE:** a work that ridicules its subject through the use of techniques  such as exaggeration, reversal, incongruity, and/or parody  in order to make a comment or criticism about it | | Teach: Exaggeration, Incongruity, Reversal, Parody based on the lesson Dr. Goggans taught to English IV students. | | Learn: **Exaggeration:** to enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen.  **Incongruity**: to present things that are out of place or absurd in relation to its surroundings.  **Reversal:** to present the opposite of the normal order of things (i.e. the order of events, hierarchical order)  **Parody:** to imitate the techniques or style of some person, place, or thing | | Fill out sheets that show understanding of the four concepts, as well as descriptions on cartoons and videos. | |
| **Friday** | ELACC11-  12RL 1,2  ELACC11-  12W 1c,  1d, 2b, 3 | *To Kill a Mockingbird*.   * Examine the To Kill a Mockingbird Screenplay in anticipation of viewing the movie * Continue reading and discussing the novel | | * Provide the screenplay versions of To Kill a Mockingbird * Lead the class in reading excerpts from the screenplay * Point out to students how screenplays are adapted from the original novel | | * Be exposed to the Screenplay version of To Kill a Mockingbird * Read parts of the screenplay * Answer questions on handout relating to chapters read * Complete vocabulary words and their meanings based on the chapters read. | | * Teacher observations * Written work graded * Class participation grade | |

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