



Lesson Plan for Tuesday, 9/12/17

- I. Objectives/Essential Questions
  - Students will demonstrate knowledge of exposition, climax, resolution, and characterization of "The Monkey's Paw" by completing a plot diagram.
  - Students will review literary terms by participating in an oral presentation.
- II. Standards
  - CC.1.3.9-10.A: L.F.2.3.3: Plot Summary in Fiction
  - CC.1.3.9-10.A: L.F.2.3.1: Characterization in Fiction
  - CC.1.3.9-10.J: Vocabulary
- III. Vocabulary
  - Excerpt
  - Narrative fiction
  - Narrative non-fiction
  - Biography
  - Auto-biography
  - Minimize
  - Maximize
  - Focus
  - Goal
- IV. Bell Ringer
  - See Assessment
- V. Instructional Procedures
  - Teacher distributes test materials and displays sample plot diagram on the whiteboard.
  - Students complete assessment silently (20 minutes)
  - Teacher collects assessments when students finish. Students that finish will be given the pre-reading activity.
  - Present literary terms orally using PowerPoint.
  - Students given pre-reading activity for homework.
- VI. Resources
  - Test materials = Assessment instructions and yellow plot diagram papers.
  - Plot diagram picture (saved in OneDrive)
  - Literary terms PowerPoint (saved in OneDrive)
  - Pre-Reading activity for *Swimming to Antarctica* excerpt (saved in OneDrive)
- VII. Closure
  - Preview *Swimming to Antarctica* excerpt with literary terms and homework
- VIII. Assessment
  - Summative assessment on "The Monkey's Paw" using written test

## Lesson Plan for Tuesday, 9/19/2017



## I. Objectives/Essential Questions

- Students will restate a proposed question in their answers.
- Students will cite and elaborate on textual evidence in an informational text.

## II. Standards

- CC.1.2.9-10.B: L.N.1.3.2: Use textual evidence in a nonfictional text
- CC.1.2.9-10.B: L.N.2.1.1: Make inferences using textual evidence
- CC.1.2.9-10.B: L.N.2.1.2: Cite evidence in a nonfictional text
- CC.1.4.9-10.C: C.IE.1.1.3: Write with details using organizational strategies

## III. Vocabulary

- Restatement
- Textual Evidence

## IV. Bell Ringer

- ~~Turn in guided readings~~, start up computers, look at SEE cheat sheet

## V. Instructional Procedures

- Hand out writing prompt/send digital copies
- Re-statement practice
  - 1. In Small Groups, students will come up with a restatement of the Keystone-style writing prompt
  - 2. Group results will be written on a group whiteboard and shown to the teacher
  - 3. Approved sentences will be typed in a document shared to the SmartBoard
  - 4. Students will choose their "favorite" and copy it onto their assessments (or create their own)
- Details (Keystone-style writing prompt, continued)
  - 1. Must be text-based
  - 2. Must have at least two supporting details
  - 3. Must explain how each example supports answer (use SEE method)
- Hand out SEE Method Cheat Sheets
- Demonstrate SEE Method (Use Prezi)
  - 1. State your point
  - 2. Expand your point with textual evidence - Q4D guided readings
  - 3. Explain how your example supports your point (students often forget this)
  - 4. Note that this Prezi has good visual representations but has a lot of text, a dropped quotation, and some strict sentence number guidelines
    - a) Use these problems to discuss what to do better
    - b) Allow students to use the sentence requirements as a general guideline.
- The students have the rest of the period to work on the assessment individually, which will be worth \_\_\_ points and is due on \_\_\_\_\_.

3rd period did Prezi  
 4th period did examples.  
 we need better

First, state what needs to be in a restatement  
 ↳ But her  
 ↳ Title of text  
 ↳ No reasons

## VI. Resources

- Whiteboards, markers, erasers

- Projected image of document for students to record restatement responses (results will be saved in OneDrive)
- Prezi - <https://prezi.com/w69fq3fie5cv/the-see-method-of-paragraph-writing/>
- Handouts on SEE writing
- Instructions for Keystone-style writing prompt document (saved in OneDrive)
- Keystone-Style Writing Prompt for *Swimming to Antarctica* excerpt (saved in OneDrive)

VII. Closure

- Work on Assessment tomorrow

VIII. Assessment

- Formative assessment on restatement on the whiteboards ✓
- Summative assessment on restatement and using textual evidence and reasoning with Keystone-style writing prompt *in process*



## Lesson Plan for Tuesday, 10/17/17

- I. Objectives/Essential Questions
  - o Students will review literary terms related to plays and Greek tragedy.
- II. Standard
  - o CC.1.3.9–10.J: Vocabulary
  - o CC.1.5.9-10.A: Participate in discussions, express ideas
- III. Vocabulary
  - o Acts, scenes, plot, characters, conflict, parallel plots, dialogue, stage directions, script, set, props, dramatic effect, theme, tragedy, comedy, tragic hero, monologue, soliloquy, aside
- IV. Bell Ringer
  - o Students will have five minutes to review the vocabulary words on pages 728-729
- V. Instructional Procedures
  - o Bell Ringer
  - o Kahoot! Game
    1. Question 1 is ungraded, treat as a warm-up.
    2. Pictures - explain the pictures of masks and the amphitheater. Not all images are from Ancient Greece, but they offer different perspectives of the setting.
    3. Note the elements of *Antigone* during the quiz. Example: *Antigone* has 5 acts with scenes.
    4. For each question that students do poorly on, review the correct answer by calling on someone that got it right to explain their reasoning.
  - o If extra time, take the students to <http://virtualglobetrotting.com/map/amphitheatre-of-delos/view/google/> to look at the archeological dig of a Greek ampitheater.
  - o Closure
- VI. Resources
  - o Pearson Literature Textbook (Purple)
  - o Kahoot! game using bold vocabulary words from pages 728-729 <https://play.kahoot.it/#/k/ee5046c3-4e63-4dd4-a38c-93ea08089d9d>
  - o Greek Ampitheater <http://virtualglobetrotting.com/map/amphitheatre-of-delos/view/google/>
- VII. Closure
  - o Preview of Oedipus family tree activity
- VIII. Assessment
  - o Formative assessment using Kahoot! quiz during class. Questions with incorrect answers will be reviewed immediately with the class.





**INSTRUCTORS:** Chris Rozelle and Joanna Mercer

**UNIT:** *Antigone*

**LESSON:** Citing a Work in an Anthology

**DATE:** November 9, 2017

**TIME LENGTH:** 43 min.

**LESSON FOUNDATIONS**

**STANDARD:** CC.1.4.9-10.W: Following a standard format for citation

**INSTRUCTIONAL OBJECTIVES:**

1. Given the elements of a citation, students will place the elements in the correct sequence for MLA-style citations.
2. Given elements of the citation for the class text, students will correctly match the elements of the class text with the corresponding MLA-style citation elements.

**ESSENTIAL QUESTIONS:**

1. Where can we go to find out how to correctly format citations?
2. Why do citations matter? What's the point of them?

**FORMATIVE ASSESSMENT:**

Student work will be assessed during each game level. Game points will be deducted for errors, but the teacher will direct students towards the correct answers before moving to the next level.

**CLASSROOM ARRANGMENT**

1. Class will be held in the library. The library has large tables around a whiteboard that will be used to provide instruction to the students.
2. Each table will have a set of each instructional materials (game pieces).

**LESSON BODY**

- I. Lesson Introduction (10 min.)
  - A. **Bell Ringer:** Students will complete the 4 questions on page 793 of their textbook.
    1. Students will be given a quarter sheet of composition paper.
    2. Students will put their MLA heading at the top of the paper.
  - B. **Motivational Device:** Explain to the students that we will be playing a game this class period to create a citation for their *Antigone* essay assignment.
- II. Lesson Outline: Work Cited Game (30 min.)
  - A. **Divide students into groups of 5 by counting off.**
  - B. Rules of the game (7 min)

1. There are 4 levels, and each level has a maximum point value.
  - a. Points are deducted each time a member of the group breaks the rules.
  - b. Points are also deducted for each error in the task.
  - c. The Game Master (the teacher) will grant and deduct points during each level.
2. Each level has a specific set of rules.
3. Groups earn points as a team and are competing against the other groups.
4. Each team member will take on one or more roles:
  - a. The Manipulator – moves the paper around the table
  - b. The Researcher – finds answers online or using class materials
  - c. The Leader – directs other group members and reports to the game master
  - d. The Ambassador – may ask a single direct question to the Game Master or another teacher per round
  - e. The Record Keeper – paper clips the index cards to the construction paper and writes out the group's answer

**C. Level 1: Format the Pieces (9 min)**

1. This is a practice round. The teacher will model how each person in the group is supposed to act during the level. The teacher will work with a central group, giving specific directions to each group member.
2. Task: Match the citation elements with their formatting
  - a. Each team will have a stack of elements for the citation of a work in an anthology. These will be written on sheets of construction paper.
  - b. Each team will also have a stack of index cards with formatting, including punctuation, capitalization, and italics cards.
  - c. To obtain all points, the team will have to correctly match the formatting cards with the citation elements by paper clipping the index cards to the citation elements. (-5 points per error)
  - d. The Leader will summon the Game Master when the group thinks they have the correct answer.
3. Rules
  - a. No talking while the Game Master is delivering rules. (-5 points)

- b. Students may not use verbal communication during the task. (-5 points)
- c. Maximum score is 100 points.

4. Display

- a. The whiteboard will have a list of the rules.
- b. The second slide will have the task.

**D. Level 2: Order in the Elements (7 min)**

1. Task: Place the citation elements in the correct sequence

- a. To obtain all points, the team will have to correctly sequence the citation elements (and index cards). (-5 points per error)
- b. The Leader will summon the Game Master when the group thinks they have the correct answer.

---

2. Rules

- a. No talking while the Game Master is delivering rules. (-5 points)
- b. Students may not use verbal communication during the task. (-5 points)
- c. Students will have 5 minutes to successfully complete the task.
- d. Maximum score is 100 points.

3. Display

- a. The whiteboard will have a list of the rules, then the task
- b. A countdown timer will run during the activity.

**E. Level 3: Application (7 min)**

1. Task: Create a citation for *Antigone*

- a. Each team will have a stack of elements from the textbook dealing with *Antigone*. These will be written on smaller sheets of plain paper.
- b. To obtain all points, the team will have to correctly match the elements of *Antigone* with the citation elements (and index cards) on their tables. Additional index cards will be provided to accommodate for extra words. (-5 points per error)
- c. The Leader will summon the Game Master when the group thinks they have the correct answer.

2. Rules

- a. No talking while the Game Master is delivering rules. (-5 points)

- b. Students may use table-level verbal communication during the task. (-5 points)
  - c. Students will have 3 minutes to successfully complete the task.
  - d. Maximum score is 100 points.
3. Display
- a. The whiteboard will have a list of the rules, then the task
  - b. A countdown timer will run during the activity.

### III. Lesson Summary (3 min.)

#### A. Level 4: Clean-Up Crew

- 1. Students will replace all instructional materials in the correct piles on their tables.
- 2. Maximum score is 50 points.

#### B. Closure: Declare a winner and ~~preview essay assignment for tomorrow.~~

*remind students that they only have 1 day left to write their essays in class.*

### LESSON ESSENTIALS

#### DIFFERENTIATED LEARNING ACTIVITIES:

- 1. The students may choose their own roles during the activity.

#### INSTRUCTIONAL RESOURCES, MATERIALS, AND TECHNOLOGY:

- 1. **Materials:** 50 quarter sheets of paper, writing utensils, 30 copies of the textbook, 6 sets of construction paper elements of citations, index cards with formatting, and construction paper with textbook elements
- 2. **Resources:**
  - a. Sophocles. *Antigone*. Translated by Dudley Fitts and Robert Fitzgerald. *Pennsylvania Prentice Hall Literature, Grade Ten*, Penguin Edition, Pearson Prentice Hall, 2007, pp. 750-89.
  - b. PowerPoint file with rules and countdown timer

#### REFLECTION AND ANALYSIS:

- 1. Did the students achieve the objectives for the lesson?
  - a. Did all students create a complete citation?
  - b. Were all students engaged in sharing with their groups?
- 2. Consider the effectiveness of the “learn by doing” method in the lesson.
- 3. Consider the effectiveness of gamifying the lesson.





## Lesson Plan for Tuesday, 12/5/17

- IX. Objectives/Essential Questions
  - How does the poem "The Bridegroom" relate to the Russian folktale "The Robber Bridegroom"?
- X. Standard
  - CC.1.2.9-10.B: L.N.2.1.1: Make inferences using textual evidence
  - CC.1.3.9-10.J: Vocabulary
  - CC.1.5.9-10.A: Participate in discussions, express ideas
- XI. Vocabulary
  - Allusion, narrative vs. lyric poetry
- XII. Instructional Procedures
  - Attendance/Laptop Check
  - Introduction of Russian folktale "The Robber Bridegroom"
    1. World map - where is Russia?
    2. What is a folktale?
    3. What is narrative poetry and how is it different than lyric poetry?
    4. What is an allusion?
    5. Tell the story of "The Robber Bridegroom"
  - Turn to Page 594 for Alexander Pushkin's narrative poem "The Bridegroom"
    1. Pass out the 5-question handout
    2. Read through the poem, stopping when the students can answer each question (explain key words)
    3. When students are answering questions, check for understanding
  - Finish class with the last two questions. Students will turn in their handouts at the end of class.
- XIII. Resources
  - Pearson Literature (Pennsylvania, Grade 10) Textbook
  - Handouts
  - Russian Folktale document
- XIV. Assessment
  - Formative assessment using handout collected after class. Also, 5 assessment questions will be administered during the following class period.