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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday** | I am learning about Anglo-Saxon and Medieval literature. | I can find information on Beowulf and Anglo-Saxon and Medieval literature by completing a webquest. | Students will receive a warm up on basic figurative language to quickly assess their knowledge:  In medias res  Kenning  Compounding  Alliteration  Repetition  Metaphor  Personification  Onomatopoeia  Simile  Hyperbole  Imagery  Foreshadowing  Allusion/Biblical allusion | Some students still do not laptops, so students will be allowed to pair/group up and collaborate with the answers. They MUST all write on their own sheet for me to check and give back for notes.  I will share with them the RACE/RTQT format. Essentially as long as they are able to show that they KNOW how to cite the source, and explain the connection, then they’re ok.  (alternate option, the students will do stations). | There is no formal assessment today. | Students will share one interesting fact that they’ve learned from the webquest/stations. |
| **Tuesday** | I am learning about Anglo-Saxon and Medieval literature. | I can share what I know about Anglo-Saxon and Medieval literature like Beowulf by taking notes about the culture. | If students are not done with the webquest, I will provide them with about 10 minutes to get as much information as they can.  Which will also involve reading and responding to the source material provided\* | We will have a discussion as we take notes, including notes on kennings. | No formal assessment. | 321: 3 things I learned, 2 things I liked, 1 question I have. |
| **Wednesday** | I am learning about Anglo-Saxon and Medieval literature. | I can share what I know about Anglo-Saxon and Medieval literature like Beowulf by taking notes about the culture. | Students will do a short activity over kennings. | If students are not done with their notes, they will continue taking notes today. | Students will provide a short reaction piece to the original text vs the modern day:  Are there any words that you recognize? What about using the guide, are any of them pronounceable? | Students will share their responses.  Quiz over notes tomorrow. |
| **Thursday** | I am learning about Anglo-Saxon and Medieval literature.  I am learning how to determine two or more themes or central ideas of text and how they build on one another. | I can share what I know about Anglo-Saxon and Medieval literature like Beowulf by taking a quiz on the information we learned this week.  I can determine two or more themes or central ideas of text and how they build on one another by annotating and discussion Beowulf. | After students take their quiz (see assessment column), students will use their books to start reading Beowulf. | We will answer any of the guided questions as a class as students practice annotating utilizing the notice and notes strategy. | At the beginning of class, students will be taking a quiz over what we learned this week.  As we read, students will be filling out a chart that contains a variety of things to look out for like kennings, alliteration, etc. | 321 – 3 things I learned from the story  2 things I liked in the story  1 question I have about the story. |
| **Friday** | I am learning how to determine two or more themes or central ideas of text and how they build on one another. | I can determine two or more themes or central ideas of text and how they build on one another by annotating and discussion Beowulf. | Students will do a short reading check for their warm up. | We will answer any of the guided questions as a class as students practice annotating utilizing the notice and notes strategy. | As we read, students will be filling out a chart that contains a variety of things to look out for like kennings, alliteration, etc. | Students will di |