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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, Oct 28** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will start reading through Act 3 Scene 1 utilizing an online version of *Hamlet*. | We will watch a couple of videos and do a compare and contrast of the “to be or not to be” speech. | Students will complete the translation worksheet and answer the discussion questions at the bottom. | Students will fill out 321. |
| **Tuesday, Oct 29** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will read Act 3 Scene 2. | Students will read Act 3 Scene 2. | Students will answer discussion questions. | Students will complete 321. |
| **Wednesday, Oct 30** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will read Act 3 Scene 3. | Students will read Act 3 Scene 2. | Students will start on a mini project to be due Friday as a major grade. | Students will complete 321. |
| **Thursday, Oct 31** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will complete a mini-test over Acts 1-3. | Students will complete a mini-test over Acts 1-3. | Students will complete a mini-test over Acts 1-3. | Students will complete 321. |
| **Friday, Nov 1** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will read the rest of Act 3. | Students will read the rest of Act 3. | Students will read the rest of Act 3. | Students will complete 321. |