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| **Standard**: 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ CER Paragraph Response** |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
* Nearpod Activity
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Call/Response
* Probing Questions
* Graphic Organizer
* Nearpod Activity
* Digital Whiteboard
 | * Jigsaw\*
* Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
* Gallery Walk
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Students will finish Indirect & Direct Characterization handout on Fools Crow. Identify author's use of direct and indirect characterizationExplain how characterization helps me to understand richness/complexity of character | How can I understand the complexity of a character? | Think Aloud and complete Indirect & Direct Characterization handout (see Canvas). | Continue reading call/response to complete Indirect & Direct Characterization handout (see Canvas). | Groups will read and complete Indirect & Direct Characterization handout (see Canvas). | Student will complete Indirect & Direct Characterization handout (see Canvas). | Students will submit Indirect & Direct Characterization handout on Fools Crow, and begin completion of Direct & Indirect Characterization chart on group project's protagonist.   |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Students will highlight and annotate for Indirect & Direct Characterization in "The Most Dangerous Game" (2-7). Identify author's use of direct and indirect characterizationUse highlighting and annotating to generate ideas for writing | Have you ever had an exaggerated estimation of your personal worth as a human being? | Think Aloud and complete Indirect & Direct Characterization handout (see Canvas). | Continue reading call/response to complete Indirect & Direct Characterization handout (see Canvas). | Groups will read and complete Indirect & Direct Characterization handout (see Canvas). | Student will complete Indirect & Direct Characterization handout (see Canvas). | Using a formal tone, students will participate in timed- short write activity: One CER response, citing one example of Indirect or Direct Characterization |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Students will highlight and annotate for Indirect & Direct Characterization in "The Most Dangerous Game" (8-13). Identify author's use of direct and indirect characterizationUse highlighting and annotating to generate ideas for writing | Ever come face-to-face with the evil in your own nature? | Think Aloud and complete Indirect & Direct Characterization handout (see Canvas). | Continue reading call/response to complete Indirect & Direct Characterization handout (see Canvas). | Groups will read and complete Indirect & Direct Characterization handout (see Canvas). | Student will complete Indirect & Direct Characterization handout (see Canvas). | Using a formal tone, students will participate in timed- short write activity: One CER response, citing one example of Indirect or Direct Characterization   |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Students will identify and annotate Indirect & Direct Characterization for "The Most Dangerous Game" (14-18). Identify author's use of direct and indirect characterizationUse highlighting and annotating to generate ideas for writing | How valuable is mankind?  | Think Aloud and complete Indirect & Direct Characterization handout (see Canvas). | Continue reading call/response to complete Indirect & Direct Characterization handout (see Canvas). | Groups will read and complete Indirect & Direct Characterization handout (see Canvas). | Student will complete Indirect & Direct Characterization handout (see Canvas). | Using a formal tone, students will participate in timed- short write activity: One CER response, citing one example of Indirect or Direct Characterization  |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*Students will use short responses of Indirect & Direct Characterizationon to write an inductive paragraph response towards completion of Unit 1 Prose Analysis Essay.  Impose a cohesive order to my short writes for smooth flow of ideas.Edit my work for unity, coherence, as well as proofread my work per rubric. | How does Connell use elements of Characterization to shape, develop and fine-tune his Social Darwinistic message in "The Most Dangerous Game"?  | Review of Inductive Reasoning Cluster, Topic Sentence, and use of Transitions | Students will use remainder of class period to complete cluster and paragraph. |  |  | Using CER Characterization Rubric, students will submit inductively-reasoned paragraph response to Unit 1 Prose Analysis essay (Connell's use of Indirect & Direct Characterization in "The Most Dangerous Game.") |

*\*key literacy strategies*