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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 |
| **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 characterization      Explain 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 characterization      Use 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 characterization      Use 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 characterization      Use 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*