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| **Standard**: 12.T.T.1 Evaluate how different authors develop and use narrative techniques (including archetypes, multiple perspectives, plot structure, and symbolism across texts, using textual evidence)**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Group Project handouts (see below)** |
|  | **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* I can identify elements of Epic Poetry in Beowulf (15-18), such as 4) hero who embarks on a long journey, 5) hero embodies the values of a people 6) reveals universal themes Identify hero's qualities and flawsMake inference about how hero embodies the values of his society/culture | Does a hero's reputation precede him? | Think aloud and continued reading of Beowulf (15-18), noting heroic traits as he arrives. See Canvas for all resources. | Continue reading and work with class for another textual example of heroism. See Canvas for all resources. | Student groups will read next section for another textual example. See Canvas for all resources. | Individual students in each group will finish reading today's section to complete Group Project Task Sheet - Step 1 A | Individual notes on elements of style and Group Project Task Sheet - STEP 1 A handout. Group leaders to staple all sheets and submit to class assignment box.   |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I can identify elements of Epic Poetry in Beowulf (18-22) & Assessment Practice. , such as 8) kennings, 9) alliteration, and 10) contains long speeches, formal diction, and serious tone.  Identify hero's qualities and flawsMake inference about how hero embodies the values of his society/culture | Where is the hero's character tested the most? | Think aloud and continued reading of Beowulf (18-22), noting heroic traits as he arrives | Continue reading and work with class for another textual example of heroism. See Canvas for all resources. | Student groups will read next section for another textual example. See Canvas for all resources. | Individual students in each group will finish reading today's section to complete Group Project Task Sheet - Step 1 A | Individual notes on elements of style and Group Project Task Sheet - STEP 1 A handout. Group leaders to staple all sheets and submit to class assignment box.   |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I can collaborate with peers to choose strongest traits/flaws to complete Project Step 1 — Part B) Hero Trait Bubble Map (Beowulf).  Identify author's use of direct and indirect characterizationI can collaborate with peers to come to strongest evidence for group task.I can provide feedback to my peers to improve the quality of our work. |  |  |  |  |  | Group leaders will compile Project Step 1 - B Hero Trait Bubble Map to assignment box. |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I can identify impact of the Middle Ages on concept of chivalry in The Wife of Bath's Prologue, as well as inferring narrative tone. Identify author's use of direct and indirect characterizationI can identify social expectations placed on "manhood" I will distinguish between tone and mood | What qualities are most important in man?  | Begin reading from The Wife of Bath's Tale Prologue (31), noting Friar's tone. | Continue reading and work with class for another textual example of chivalry and heroism. See Canvas for all resources. | Student groups will read next section for another textual example. See Canvas for all resources. | Individual students will finish reading today's section to complete Group Project Task Sheet - Step 2 A | Group leaders will compile notes and responses to tone in Prologue by completing group's Project Step 2 — Part A) Chivalric Code Text Annotations and submit to class assignment box.  |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*I can identify criticism of Chivalry in The Wife of Bath's Tale (32-34). I can identify social expectations placed on "manhood"I will distinguish between tone and mood | I can identify criticism of Chivalry in The Wife of Bath's Tale (32-34). | Begin reading from The Wife of Bath's Tale Prologue (31), noting Friar's tone. | Continue reading and work with class for another textual example of chivalry and heroism. See Canvas for all resources. | Student groups will read next section for another textual example. See Canvas for all resources. | Individual students will finish reading today's section to complete Group Project Task Sheet - Step 2 A | Group leaders will compile notes and responses to tone in Prologue by completing group's Project Step 2 — Part A) Chivalric Code Text Annotations and submit to class assignment box.  |

*\*key literacy strategies*