**Jeremy Fielder Lesson Plans 10/27-10/31**

**English 9 English 12**

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| **10/27/2014 Learning Objectives**  1. Describe the importance of learning life lessons through stories, and the themes of stories as learning tools  2. Explain the importance of personal stories and how they shape who we are  3. Describe the characteristics of a “memoir”  4. Use a specific brainstorming and graphic organizer to plan writing a memoir  **Core Standards addressed:**  **RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **Opener:**  Why do little kids read books? What is the importance of stories to our culture? Is there a funny/touching story that you/your family tells on a regular basis?  **Lesson Sequence:**  1. YouTube clip; the importance of stories:  <http://www.youtube.com/watch?v=2kpLDkWg5DA>  2. Define the term “theme”  3. Watch video on theme posted on weebly site; complete fill in the blank notes <http://www.youtube.com/watch?v=p4qME64SkxM>  4. Re-watch video of conversation; Students will then write three “original” themes base on further analysis of the video clip.  5. Review steps of the writing process (projected)  6. Writing about theme: Memoir  Review the elements of writing a memoir.  8. Reflective…answer “questions for Memoirists” – students should formulate a list of events.  9. Pre-writing/brainstorming: Memoir graphic organizer  **Closure:** Define the term theme. Use one specific book/movie to explain the concept of a theme. What is the theme of your memoir?  **Homework:** Finish graphic organizer/pre-writing for Tuesday | **10/27/2014 Learning Objectives**  1. Compose questions and answers for initial chapters of an autobiography  2. Utilize online word processing for document creation and sharing  **Core Standards Addressed:**  W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **Opener:**  1. What new story/bit of information did you discover about your grandparents?  2. What new story/bit of information, if any, did you discover about your parent(s)?  3. Did you find out any new/interesting facts about your childhood?  **Lesson sequence:**  1. Review importance of learning through stories, and importance of the autobiography project for seniors.  2. Review timeline for seniors; call seniors’ attention to online resources/Mr. Fielder’s website to help them writing the chapters based on the interview questions.  3. Review procedure for sharing documents via google documents. Remind students that they should type the questions along with the responses from their parents/relatives.  4. Call attention to weebly site for students to be able to access questions to type from.  5. Travel to the computer lab; type interview questions.  **Closure:** Instructions to share with Mr. Fielder when finished with the questions. |
| **10/28/2014 Learning Objectives**  1. Compose a draft of a brief memoir, including a theme, exposition, and resolution.  **Core standards addressed:**  **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **W.9-10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **L.9-10.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.9-10.1:** Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.  **Opener:**  Semi-colon/colon practice  **Lesson Sequence:**  1. Remind students of theme/its importance to writing amemoir.  2. Students will use their memoir graphic organizers to draft a copy of their important stories (prompts may need to be re-projected at this time).  3. Remind students: Drafting is about getting ideas on paper, period. The more ideas, the better.  4. Length requirement: two pages (front and back)  **Closure:** What choice did you make for the essay? What is your essay’s “theme?”  **Homework:** Personal narrative is due **Wednesday!** Also: Watch video on “Theme” – There will be a quiz over the video clip on Friday. Please refer to Mr. Fielder’s web site.  <http://www.youtube.com/watch?v=p4qME64SkxM> | **10/28/2014 Learning Objectives**  1. Finish typing autobiography questions and answers  2. Begin writing chapters 1 and 2 of autobiography.  **Core Standards Addressed**  W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **Opener: Tips for writing an autobiography:**  1. Treat each chapter as a smaller narrative; begin with what will be the most interesting/captivating portion of the chapter (may not necessarily be the first event); may also be some sort of lesson that you/a prominent figure in the chapter.  2. Students will also be advised to write each chapter as a first-person narrative, and to “show” and use specific details rather than simply telling the narrative.  **Lesson sequence:**  1. Explain narrative text strategies, and organization of the autobiography.  2. Direct students to documents that have been shared with them to read as examples.  3. Re-iterate the importance of descriptive writing, and emphasizing the important/memorable details per chapter.  4. Names/dates/locations are also important and should be emphasized, especially in the opening chapters.  5. Important: Vary sentence length and structure, especially the beginnings of sentences!  6. Travel to computer lab to type questions/responses, and to begin typing chapter one of narrative.  **Closure:** Students should share their completed questions by the end of the hour. Each chapter should be a separate chapter, and should be titled accordingly. |
| **10/29/2014 Learning Objectives**  1. Practice narrative text comprehension strategies of asking questions, visualizing, determining importance, synthesizing, inferring, and making connections  2. Identify the theme of a web-based short story  3. Make three inferences from a narrative text  **Core Standards addressed:**  **RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **Opener:**  A chart will be projected. Students will list three traits of expository texts on one side, and three traits of narrative texts on the other. Students will also be prompted to recall some expository reading strategies.  **Lesson Sequence:**  1. Review: What were some comprehension strategies for reading EXPOSITORY TEXTS?  2. Explain strategies for reading narrative texts and the reason for the different processes (asking questions, visualizing, determining importance, inferring, making connections and synthesis)  3. Reading/think aloud: “The Bully.” During reading, the teacher will stop periodically to model the narrative text comprehension strategies from the sheet. Special emphasis: Inferences that need to be made.  4. Students may have to re-read the article to fully understand/utilize the comprehension strategies.  5. Themes: Students will write two original themes from the story (if they are having difficulty, they should think in terms of the learning for the main characters.  **Homework: Students will be reminded to finish their personal narratives, as well as to submit their rubrics for the paper.** | **10/29/2014 Learning Objectives**  1. Complete a multiple-choice, summative test on section one of 1984.  2. Compose a brief argumentative essay comparing and contrasting teens in the US to the Proles from George Orwell’s 1984.  **Core Standards addressed:**  **W.11-12.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **RL.11-12.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RL.11-12.3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **RL.11-12.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **RL.11-12.5:** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  **RL.11-12.6:** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  **Opener**: Students will grab their CPS clickers and prepare for the test.  **Lesson sequence:**  1. Students will complete a summative assessment of Section one of 1984  2. In-class essay assignment: Students will construct an in-class argumentative essay that compares and contrasts proles with teens in the U.S. Students will have to produce a main claim, then find supporting evidence from the text that will go hand-in-hand with evidence from our world.  **Closure:** Check on essay progress; Students will finish the essay before the end of the hour.  **Homework:** Finish the graphic organizer. |
| **10/30/2014 Learning Objectives**  1. Utilize narrative text comprehension strategies of asking questions, inferring, synthesizing, visualizing, making connections, and determining importance while reading the short story “The Most Dangerous Game.”  2. When students are finished, they will answer a prompt, using evidence from the story to support their answer.  **Core Standards addressed:**  **RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **Opener:** Comma rules slide. Then…  YouTube video clips of “suspense,” and “hunting.” Students will listen to the music and will write what they “felt” while they listened.  **Lesson sequence:**  **1.** Review narrative text comprehension strategies; introduce the short story, “The Most Dangerous Game.”  2. Model narrative text reading strategy: Making inferences (“It will be light in Rio”...what is their destination?”)  3. Students will be given a graphic organizer upon which they will write examples of how and where they utilized the comprehension strategies  4. Read “The Most Dangerous Game” aloud. Students will be casted to play the roles of the various parts  **Closure:**  Homework: Finish graphic organizer/focus question if necessary | **10/30/2014 Learning Objectives**  1. Finish typing autobiography questions and answers  2. Begin writing chapters 1 and 2 of autobiography.  **Core Standards Addressed**  W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **Opener: Tips for writing an autobiography:**  1. Treat each chapter as a smaller narrative; begin with what will be the most interesting/captivating portion of the chapter (may not necessarily be the first event); may also be some sort of lesson that you/a prominent figure in the chapter.  2. Students will also be advised to write each chapter as a first-person narrative, and to “show” and use specific details rather than simply telling the narrative.  **Lesson sequence:**  1. Explain narrative text strategies, and organization of the autobiography.  2. Re-iterate the importance of descriptive writing, and emphasizing the important/memorable details per chapter.  3. Names/dates/locations are also important and should be emphasized, especially in the opening chapters.  4. Important: Vary sentence length and structure, especially the beginnings of sentences!  5. Travel to computer lab to type questions/responses, and to begin typing chapter one of narrative.  **Closure:** Students should share their completed questions by the end of the hour. Each chapter should be a separate chapter, and should be titled accordingly. |
| **10/31/2014 Learning Objectives**  1. Describe the characteristics and plot elements of a short story  2. Analyze the plot elements in the short story, “The Most Dangerous Game”  **Core Standards addressed:**  **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **RL.9-10.5:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **Opener: Semi-colon/colon rules will be projected.**  Plot terms will be projected as a “pre-quiz;” students will complete on an opener sheet of paper.  NOTE: If the story wasn’t finished the previous day, students will be reading/finishing it up during the first 5-10 minutes of class.  **Lesson Sequence**  1. Short Story: Genre notes; students will copy the following terms in learning logs:  A. Definitions of short stories  B. Plot Elements: Exposition, Complication; Conflict and its four forms; Rising Action, Climax, Resolution  C. Characterization; copy how character is developed; Protagonist and Antagonist  D. Theme: define  2. Plot development: Question sheet and Graphic organizer: Students will work in small groups to complete these together; the teacher should model what exactly is expected for each step (citing exact events from the story for each step of plot development)  3. Literary terms scavenger hunt: Students, in groups, will work on locating examples of figurative language evident on specified pages of “The Most Dangerous Game.”  **Closure** **quiz**: Terms from the class period will be projected; as a class, students will answer them together  **Homework**: Finish plot development sheets as needed; study definitions for terms quiz on Friday! | **10/31/2014 Learning Objectives**  1. Utilize online document service to compose personal narratives  2. Compose a personal narrative recounting the early life of one’s parents, and another detailing the marriage and courtship of one’s parents  **Core Standards Addressed:**  W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  W.11-12.3b.Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **Opener:** Remind students of narrative text strategies:  A. How to opener each chapter (treat like a mini-narrative; begin with something to pull readers into the chapter)  B. Showing rather than telling when writing: being as descriptive as possible, using imagery as well as figurative language to bring life to the text.  **Lesson sequence:**  1. Seniors will travel to the computer lab; they will be reminded of the production deadline for the end of the day – chapter one of their autobiographies are due.  2. Seniors should make sure to utilize Google documents to the best of their ability; before they leave the lab, students should familiarize themselves with how to access google documents from home .  **Closure:** Reminder of deadlines for the week; including Night reading/production deadlines.  **Homework:** working on typing chapters one and two of the autobiography. |