**Jeremy Fielder Lesson Plans 4/27-4/31**

**English 9 English 12**

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| **4/27/2015 Learning Objectives**1. Review the term “characterization”2. Differentiate between round, flat, static and dynamic characters3. Apply round, flat, static, and dynamic characters to novella Of Mice and Men4. Explain how George changes as a round/dynamic character, and what that reveals about the theme of the novella.5. Participate in a final choral reading to build fluency**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.**Opener:** Define the term “characterization.” 1. Does the character George change throughout the novella? 2. Is George a complicated character? Explain.**Lesson sequence:***Project “Must Know” terms for the test Wednesday: “prose, literary analysis, motif, etc.” Remind students of the test on Wednesday.*1. Characterization (Round/Flat/Static/Dynamic)2. Students will classify the following characters as round/flat/static or dynamic:A. LennieB. SlimC. CurleyD. CandyE. Crooks4. Explain how George changes throughout the novel. What lessons does George learn? Which “lessons” that George learns can you apply to your life?5. Choral Reading – final one. Use as way to introduce “Motif” assignment before the end of the hour. **Closure:** Introduce Motif sheet and classwork for the following day. The teacher will explain:A. Plot Diagram AssignmentB. Motif WorksheetC. Literary Analysis Outline Assignment SheetStudents will work on these the following day in class. Students will also be reminded that their final “Of Mice and Men” Test is Wednesday.**Homework:** Study guide for test; begin lit. analysis graphic organizer. |  **4/27/2015 Learning Objectives**1. Identify and discuss important SYMBOLS utilized thus far in the Timekeeper.2. Critically read or re-read pages 73-80 and identify the passage as crucial to understanding Albom’s use of Father Time to convey is theme about the meaning of “time.”**Core Standards Addressed:**SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.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).**Opener:** List SYMBOLS that Mitch Albom has used thus far. What are they, and why are they important to the characters?**Lesson sequence:**1. Students will listen to the audiobook of chapters 28 and 29 (pages 73-80), even if they have already read the part.2. Discuss the portion’s importance to the theme of the novel.3. Revisit group production goals for next Thursday (should have a significant portion of the book read by then).4. Individual reading of the text.**Closure:** Production check for over the weekend; reminder for students to proof autobiography and e-mail to Mr. Fielder when it is ready to be printed.**Homework:** meet group reading goal for “The Timekeeper.” |
| **4/28/2015 Learning objectives – Conference at the ISD; substitute needed**1. Analyze the plot structure of the novella “Of Mice and Men,” classifying specific events on plot diagrams2. Define the term “motif” and analyze “motifs” in the novella “Of Mice and Men.”**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.9-10.3: 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.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.**Opener:** Leave plans for students to collaborate on the documents explained during yesterday’s closure: Plot diagram, Motif chart, and Literary analysis outline.**Lesson sequence:**1. Class will work together to fill out plot diagrams for tomorrow’s test. Students should help fill in the charts (be efficient!).2. Project the definition of the term “motif.” An example of the “American Dream” as a motif will be modeled. The teacher will explain the role of the motif in the novella. Then, the teacher will model how students should locate specific references to the motifs within the novella.3. Motifs to be analyzed in the novella are: (companionship, loneliness, corruption of women, strong vs. weak)4. Students will work together to find SPECIFIC quotes/passages containing the motifs.**Closure:** Explain at least one motif (where is it mentioned in three specific spots; what role does it play in the novella)Homework: Study guide for tomorrow! | **4/28/2015 Learning Objectives – Lab (autobiography)**1. Utilize online document service to compose personal narratives2. Compose a reflective piece on one’s life up to this point**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:** Students will compose chapter 11 of their autobiographies, including memories of friends past and present. STUDENTS WHO ARE FINISHED/CLOSE TO BEING FINISHED SHOULD BEGIN PROOF-READING THEIR PAPERS. They should also check previous writings to share in their appendix: “Never shall I forget” poem, “My Ethics/My Codes of Life,” and the Memoir would all be appropriate entries for the Appendix, as well as pictures. **Lesson sequence:**1. Seniors will travel to the computer lab; they will be reminded of the production deadline for the end of the day Thursday chapter nine. of their autobiographies is 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:** Submission of chapter 11 is due at the end of the hour Thursday.**Homework:** None |
| **4/29/2015 Learning Objectives – Laptop cart AND study Session**1. Students will complete a summative test on the novella Of Mice and Men with 80 percent accuracy or better.2. Students will compose essays to describe the historical context of the novella3. Students will write and analyze two original showing sentences.**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.9-10.3: 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.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**Opener:** Students will be prompted to hand in all of their study guides, as well as all late/missing work, as it is due today.**Lesson sequence:**1. Students will grab their clickers. They will be instructed to utilize their clickers, and to write the first two essay questions without using the book.2. When they are finished with the first two, students will turn in their clickers and will be able to use the book for the second two essay questions, which will be written on a separate half sheet of notebook paper.3. Introduce Literary Analysis Assignment4. Distribute literary analysis sheets5. Students will refer to Writer’s INC books for possible topics/subjects for literary analysis.6. Students will select a theme/symbol/motif to write about.7. Students will write a thesis statement that fits their choice of theme/symbol/motif8. Students will work on their pre-writing sheets, locating specific quotations and passages within the text to support their thesis statements.**Closure:** What will you write about? What is your thesis statement?**Homework:** None. |  **4/29/2015 Learning Objectives**1. Analyze Mitch Albom’s treatment of the character “Sarah Lemon” and evaluate the accuracy of Albom’s portrayal of the American Teenager2. Compare and contrast the three main characters.3. Critique major plot themes/elements from Mitch Albom’s “The Timekeeper”**Core Standards Addressed:** SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.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).**Opener:** Students will answer the following question:1. In considering advancements in medicine, Dor “wondered how it was fair that your dying should depend so much on when you were born” (page 125). What does he mean by this?**Lesson Sequence:** Discussion prompts for literature circles:A. In considering advancements in medicine, Dor “wondered how it was fair that your dying should depend so much on when you were born” (page 125). What does he mean by this?B. Page 112, regarding the gift of the watch. “Sometimes, when you are not getting the love you want, giving makes you think you will.” Do you agree with that statement? C. Page 117, Victor sees a man sitting on the ledge of a skyscraper. Why do you think he didn’t say anything?D. Consider Sarah Lemon. Do you think Mitch Albom did a good job describing what it’s like to be a teenage girl? Page 126 ~ “Issue a verdict”.2. Reading for the remainder of the hour**Closure:** Students will be prompted to read the remainder of the book by next Monday. **Homework:** Finish “The Timekeeper” by Monday; “Reflections” chapter due by the end of the hour tomorrow. |
| **4/30/2015 Learning Objectives – Laptop Cart**1. Complete Educational Development Plan2. Outline literary analysis writing for “Of Mice and Men.”3. Begin typing literary analysis for the novella “Of Mice and Men.”4. Review MLA formatting, as well as how to incorporate quotations into a text5. Review proper in-text citation format**Core Standards Addressed:**W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.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.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.9a: Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).**Opener:** Students will be directed to complete their educational development plans to the best of their ability. **Lesson sequence:**Call students’ attention to all of the resources available on Mr. Fielder’s Website, including:1. Project sample MLA paper; review proper MLA formatting2. Show students how to share documents using google docs. 3. Students will travel to library/computer lab to type as needed. Completed literary analysis papers are due on Friday, May 8th.**Closure**: Save to google docs with teacher assistance**Homework:** Work on literary analysis writings. |  **4/30 Learning Objectives – Laptop cart**1. Utilize online document service to compose personal narratives2. Compose a reflective piece on one’s life up to this point**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:** Students will compose chapter 11 of their autobiographies, including memories of friends past and present. STUDENTS WHO ARE FINISHED/CLOSE TO BEING FINISHED SHOULD BEGIN PROOF-READING THEIR PAPERS. They should also check previous writings to share in their appendix: “Never shall I forget” poem, “My Ethics/My Codes of Life,” and the Memoir would all be appropriate entries for the Appendix, as well as pictures. **Lesson sequence:**1. Seniors will travel to the computer lab; they will be reminded of the production deadline for the end of the day Thursday chapter nine. of their autobiographies is 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:** Submission of chapter 11 is due at the end of the hour Thursday.**Homework:** None |
| **5/1/2015 Learning Objectives – Student Appreciation Day – Computer Lab**1. Correctly incorporate quotations and citations into a typed literary analysis essay.2. Compose a literary analysis essay that analyzes one of four major topics/ideas from Of Mice and Men.**Core Standards Addressed:** W.9-10.2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. W. 9-10.2c: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2d: Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**Opener:** Mini-lesson on how to correctly format paper and how to incorporate quotations into the paper (Steinbeck writes, “XXXXXX”; “I should have never killed my pup,” Candy says. **Lesson sequence:**STUDENTS WILL COMPLETE AN EDUCATIONAL DEVELOPMENT PLAN to the best of their Ability, as quickly and as efficiently as possible!!1. Travel to computer lab. Students will spend the hour typing as efficiently as possible, based on graphic organizer completion.2. As they type, the teacher will circulate the room, looking at and recording grades for complete graphic organizers.**Closure:** Students will be instructed on how to SAVE their work as a Google document, so that they may be able to access it later on to work on it at home, and to submit it digitally to Mr. Fielder (who will NOT be responsible for e-mailing the papers home)**Homework:** Take old study guides home for SLO test next week!!!!! Literary Analysis is due by the end of the hour Thursday | **5/1/2015 Learning Objectives – Student Appreciation Day**No Third Hour – Student Appreciation Day |

mentally ill and the death penalty: <https://www.youtube.com/watch?v=t_WdsCLJy8E>

60 minutes – insanity on death row: <http://www.cbsnews.com/news/insanity-on-death-row/2/>