**Jeremy Fielder Lesson Plans 5/19-5/23**

**English 9 English 12**

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| **5/19/2014 Learning Objectives**  1. Complete a vocabulary quiz over chapters 1 and 2 from the novella Of Mice and Men with 80% accuracy or better.  2. Write to analyze major themes/concepts from Chapter 3 of the novella “Of Mice and Men”  3. Use context clues to define unfamiliar terms/concepts from chapter 3 Steinbeck’s “Of Mice and Men.”  4. Evaluate ethical statements in that relate to Chapter 3 of Steinbeck’s “Of Mice and Men”  5. Analyze Chapter three from the perspective of a specific character  **Core Standards Addressed:**  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.  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.9-10.5: 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.  SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  L.9-10.4a.Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  L.9-10.4c.Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  L.9-10.4d.Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  **Opener:** Students will complete a quiz over vocabulary present in chapters 1 and 2 of the novella of Mice and Men, as well as completing vocabulary words from class terms.  **Lesson sequence**  Literature circle prompts: 15 minutes are up, students will be asked to get together in their literature circle groups to discuss the following prompts:  1. Analyze Candy’s dog as a symbol. What character does Candy’s dog best symbolize?  2. Evaluate the list of questions on the top of page two. (This will be in a “save the last word” format for each question)  3. Why does Steinbeck use so much dialogue (conversation between characters in a drama or a narrative)  4. Foreshadowing: What two events did you write down? What might they foreshadow?  5. Share the remainder of the discussion questions (Skip, go in order…it is up to you!)  6. Students can use the time to work on their vocabulary words from the chapter.  **Closure:** Students will choose one of the six “moral/ethical questions and write a paragraph to explain their response.  **Homework:** Study for test over chapters 1-3 (Friday) | **5/19/2014 Learning Objectives**  1. Deliver “farewell speech” to the rest of students in English 12  2. Practice presentation/speaking skills  **Core Standards Addressed:**  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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.  SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **Opener**: Students will be reminded of speech procedures. They should have their desks cleared of everything. They will be reminded to be respectful during the performance of the farewell speeches.  **Lesson sequence:**  1. Performance of farewell speeches:  Farewell speech: Students will write a 2-4 minute “farewell speech” that covers, but is not limited to, the following areas:  A. Fond memories  B. Accomplishments/achievements  C. Humor  D. Thank-yous/acknowledgments  E. Closing – Last words/advice/wisdom  Grade/rate speeches as they finish.  **Homework:** prepare for speech (if not finished with performance) |
| **5/20/2014 Learning Objectives**  1. Increase fluency through participation in a choral reading  2. Analyze the dreams possessed by George and Lennie in “Of Mice and Men”  3. Explain the concept of the “American Dream”  4. Define the term “symbol”; analyze the “stake” in “Of Mice and Men” as a symbol of the American Dream  5. Apply the concept of the “American Dream” to characters in “Of Mice and Men” and to your own life.  6. Use context clues to define unfamiliar words.  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.  Integration of Knowledge and Ideas  RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment  RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.  Opener: Vocabulary in context drills.  Lesson sequence  1. Discuss correct answers for opener.  Literature circle:  A. Choral Reading within circles (opportunity to review readings); tie in choral readings with the concept of building fluency.  B. Dream Charts: Students will fill out George and Lennie’s Dream, and will be prompted to fill the chart in as we continue our studies. (Staple dream charts to study guide packets)  C. Connect George and Lennie’s dream to the concept of the “American Dream”  D. Reading: History of the American Dream  E. Discussion of American Dream in Literature Circles  1. What is exactly is the American Dream?  Groups will select two questions at the end of the second reading, and will have time to discuss the questions.  2. Why was Steinbeck’s portrayal of the American Dream so important during that point in history?  Closure: What is your American Dream? Describe it and how it was formed? How is ours similar to/different from Lennie and George’s?  Homework: Study for vocabulary quiz | **5/20/2014 Learning Objectives**  1. Deliver “farewell speech” to the rest of students in English 12  2. Practice presentation/speaking skills  **Core Standards Addressed:**  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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.  SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **Opener**: Students will be reminded of speech procedures. They should have their desks cleared of everything. They will be reminded to be respectful during the performance of the farewell speeches.  **Lesson sequence:**  1. Performance of farewell speeches:  Farewell speech: Students will write a 2-4 minute “farewell speech” that covers, but is not limited to, the following areas:  A. Fond memories  B. Accomplishments/achievements  C. Humor  D. Thank-yous/acknowledgments  E. Closing – Last words/advice/wisdom  Grade/rate speeches as they finish.  **Homework:** prepare for speech (if not finished with performance) |
| **5/21/2014 Learning Objectives**  1. Dramatically interpret chapter four of the novella “Of Mice and Men.”  2. Analyze the character “Crooks” from the novella “Of Mice and Men.”  Core Standards Addressed:  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.  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: Write about a time in your life when you were excluded, or felt “left out.” How did it affect your relationships with others?  Lesson sequence:  1. Dramatically interpret chapter four of the novella “Of Mice and Men.”  2. Students will read pages 66-83 of the novella “Of Mice and Men.”  3. As students read, they will pick out define vocabulary words in context.  4. Also, students will analyze the major characters and plot developments from the chapter, including the character of Crooks and his interaction with Lennie.  5. Students will also generate three authentic, higher-level thinking discussion questions in order to stimulate group discussion in class the following day.  Closure: Describe the character “Crooks”  Homework: Study for test on chapters 1-3 of “Of Mice and Men.”  Finish all writing prompts for Chapter 4 (will be checked tomorrow at the beginning of the hour) | **5/21/2014 Learning Objectives**  1. Deliver “farewell speech” to the rest of students in English 12  2. Practice presentation/speaking skills  **Core Standards Addressed:**  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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.  SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  **Opener**: Students will be reminded of speech procedures. They should have their desks cleared of everything. They will be reminded to be respectful during the performance of the farewell speeches.  **Lesson sequence:**  1. Performance of farewell speeches:  Farewell speech: Students will write a 2-4 minute “farewell speech” that covers, but is not limited to, the following areas:  A. Fond memories  B. Accomplishments/achievements  C. Humor  D. Thank-yous/acknowledgments  E. Closing – Last words/advice/wisdom  Grade/rate speeches as they finish.  **Homework:** prepare for speech (if not finished with performance) |
| **5/22/2014 Learning Objectives**  1. Complete a 47-point test on chapters 1-3 of the Novella “Of Mice and Men”  2. Analyze the relationships between Crooks and the remainder of the characters in the novella “Of Mice and Men”  3. Examine Crooks’ character against the concept of the American Dream, concluding whether he is able to achieve the dream.  3. Students will chart and analyze the characters, and the dreams of the characters.  **Core Standards addressed:**  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.  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.  SL.9-10.1c: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  SL.9-10.1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  L.9-10.4a.Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  L.9-10.4c.Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  L.9-10.4d.Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  **Opener:** Test: chapters 1-3 of “Of Mice and Men”  **Lesson sequence:**  1. Discussion prompts in literature circles:  A. What is Crooks' dream?  B. Analyze the character of Crooks, using the four essential unit questions.  C. Why is Crooks so scornful toward Lennie? Is Crooks a villain/mean-spirited character, or is he a sympathetic one?  D. Analyze the character of Curley's wife, using the four essential questions. Is Curley's wife a mean-spirited person/character, or a sympathetic one?  E. Re-read page 76. Discuss the content and its relation to the American Dream. Can this “American Dream” be achieved in the eyes of Crooks? Candy? Lennie?  4. With remaining time: Review of vocabulary terms from sections three and four. Students will remain in their groups, and will answer questions regarding the vocabulary terms. Students will write the answer on a small dry-erase board.  **Closure:** Which is the loneliest character? Explain your rationale  **Homework:** Study vocabulary terms for a vocabulary quiz on chapters 1-4.. | **5/22/2014** Learning Objectives  1. Deliver “farewell speech” to the rest of students in English 12  2. Practice presentation/speaking skills  Core Standards Addressed:  W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  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.  SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.  Opener: Students will be reminded of speech procedures. They should have their desks cleared of everything. They will be reminded to be respectful during the performance of the farewell speeches.  Lesson sequence:  1. Performance of farewell speeches:  Farewell speech: Students will write a 2-4 minute “farewell speech” that covers, but is not limited to, the following areas:  A. Fond memories  B. Accomplishments/achievements  C. Humor  D. Thank-yous/acknowledgments  E. Closing – Last words/advice/wisdom  Grade/rate speeches as they finish.  Homework: prepare for speech (if not finished with performance) |
| **5/23/2014 Learning Objectives**  1. Participate in a choral reading to build fluency.  2. 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:** Practice vocabulary quiz on chapters 3 and 4 from “Of Mice and Men.”  **Lesson sequence:**  1. Literature circle: grid time.  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.  5. Group reporting: passages, and interpretation f or the specific motif.  **Closure:** Explain at least one motif (where is it mentioned in three specific spots; what role does it play in the novella) | **5/23/2014 Learning Objectives**  **Senior Skip Day!** |