**Jeremy Fielder Lesson Plans 6/9-6/13**

**English 9 English 12**

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| **6/9/2014 Learning Objectives**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:**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) |  |
| **6/10/2014 Learning Objectives**1. Compose a literary analysis essay that analyzes one of four major topics/ideas from Of Mice and Men.**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.9-10.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**Opener:** Students will pick up a rubric for the literary analysis essay when they walk into the room.**Lesson sequence:****1.** Briefly discuss rubric for literary analysis essay. Remind students of the deadline for the project and its completion (tomorrow!!)2. Travel to computer lab. Students will spend the hour typing as efficiently as possible, based on graphic organizer completion.**Closure:** Students will be reminded 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) |  |
| **6/11/2014 Learning Objectives**1. Correctly identify the meaning of unfamiliar words in sentences using context clues2. Review figurative language terms, utilizing specific examples from Shakespeare’s Romeo and Juliet.**3. Review following final exam concepts/tasks:**A. Describe the historical context for Romeo and Juliet.\*B. Locating examples of figurative language and other literary language utilized in specific page ranges of Romeo and Juliet.C. Answering basic plot questions from Romeo and Juliet (study packet!!)D. Describe the format and plot structure of Shakespeare’s drama.\* (Acts/scenes/plot terms)E. Apply poetry terms and concepts to Shakespeare’s writingF. Analyze iambic pentameter, Shakespearean Sonnets, and why Shakspeare wrote plays using verse.**Core Standards Addressed:** 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.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.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.**Opener:** Students will choose between a semi-colon, colon, or comma to properly punctuate sentences.**Lesson sequence:**1. Review the historical context of Romeo and Juliet – presentation (5 minutes)2. Project plot diagram (presentation); review events from the play as they apply to plot terms/acts.3. Iambic pentameter review: verse, meter, foot, syllables, and reasons for Shakespeare’s use of verse4. Group review with white boards: Students will be broken into multiple groups and asked questions directly from Shakespeare plot quizzes and figurative language quizzes. Shoot for groups of 3-4.**Closure:** Individual content questions for students to finish. |  |
| **6/12/2014 Learning Objectives**1. 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:** Remind students of deadline for completed paper. **Lesson sequence:**1. Travel to any available computer lab. Students will spend the hour typing as efficiently as possible, based on graphic organizer completion.2. Students need to submit the paper as soon as they are finished with it. It should be printed!**Closure:** Students will be reminded 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) |  |
| **6/13/2014 Learning Objectives**1. Correctly identify the meaning of unfamiliar words in sentences using context clues2. Review figurative language, using examples taken from poems.3. Review following final exam concepts: 1. Historical context for Of Mice and Men\* 2. Character identification from Of Mice and Men 3. Quote identification from Of Mice and Men 4. Showing/telling sentences\* (challenge groups to locate specific examples from the novella Of Mice and Men. 6. Plot terms (exposition, complication, etc.) as they apply to Of Mice and Men.\* 7. Use examples from Of Mice and Men to explain the differences between direct/indirect characterization.\***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.9-10.5: 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. 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.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Opener:** Vocabulary in context practice.**Lesson sequence:**1. Review Comma error opener.REVIEW STATIONS (5)A. Figurative language example station (two envelopes of words for group to split into mini-groups)B Sample multiple choice questions: character identification and quote identification C. Of Mice and Men – Historical Context presentation (youtube)D. Fill out a mini-plot diagram for Of Mice and MenE. Find three examples of showing sentences from the book; Classify the following characters as round/flat and/or static dynamic: George, Curley, Lennie, Slim, Candy, Curley’s Wife.**Closure:** Questions based on stations:1. Where does the novel take place? 2. What decade was the setting for the novella? 3. What is the climax of the novella? 4. What is the complication? 5. What page was the showing sentence from? What was it? 6. What was one example of indirect characterization? |  |