**Name**: Monica Cagle **Dates**: 10-28-19-19 to 11-1-19

**Subject**: English I GT

**BENCHMARKS/STD/GLES**: ELA Reading Literature9-10. 4, 9, 10; Reading informational text 9-10. 1, 2, 5, 10; Writing 9-10. 9, 10; Speaking and Listening 1, 6; Language 1, 2, 4, 5

**LEARNING OBJECTIVES**:

 TLW Read a drama

 TLW analyze a drama’s characters and their motivations

 TLW locate motifs in a drama

 TLW read an informational pamphlet and identify the author’s claims

**MATERIALS**: chrome books; *The Tragedy of Romeo and Juliet; “*The Teen Brain”

**GROUPS**: INDIVIDUAL: handouts WHOLE CLASS: Bell ringers; Discussion CO-OPERATIVE: analysis/annotations

**ACCOMMODATIONS**:

* Preferential seating for students with hearing or visual impairments and required accommodations.
* Extended time on assignments and tests for resource students and students with accommodations.
* Resource students allowed to test in resource as requested by resource teacher.
* Lesson plans, study guides, assignment outlines, and tests provided in advance to resource teachers.
* Oral, visual, and written tasks to accommodate different learning styles.
* Use of group and cooperative activities to help weaker learners.

**ASSESSMENT FORMAT**: INFORMAL: observation; bell ringers FORMAL: handouts PERFORMANCE: read aloud; Socratic seminar

**ACTIVITIES**

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| **MONDAY**  | 1. Bell ringer2. Locate motifs in Act I3. Record motifs and commentary in dialectical journal |
| **TUESDAY**  | 1.Field trip |
| **WEDNESDAY**  |  1. Bell ringer2. Read the pamphlet “The Teem Brain”3. Identify the author’s claims about how adolescent brain development influences teen behavior – Complete handout |
| **THURSDAY**  |  1. Bell ringer
2. 3 levels of questioning
3. “The Teen Brain” discussion
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| **FRIDAY**  | 1. Bell ringer2. Read Act II, scenes 1 & 23. Complete character/ motivation chart |