

Lesson Plans for Jo Newman, Groesbeck HS

Week of Monday, January 25, 2016

Monday, January 25, 2016
Day 111

Tuesday, January 26, 2016
Day 112

Wednesday, January 27, 2016
Day 113

Thursday, January 28, 2016
Day 114

Friday, January 29, 2016
Day 115

English IV

English IV

English IV

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The student is expected to...
» Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.[15]
» Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.[5]

Attachments:

The student is expected to...
» Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.[3]
Learner Objective: TSW become familiar with the structure and elements of the English sonnet.

Activities/Practices: Read p 299, take notes, discussion, take notes (as needed)

Technology Integration: N/A

The student is expected to...
» Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.[5]
» Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.[7]
Learner Objective: TSW understand how sensory language influences the mood and tone of a poem.

Activities/Practices: Read Shakespearean sonnets (# 18 & #130) and determine sensory language that affects the tone.

Technology Integration:

The student is expected to...
» Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.[2]
Learner Objective: TSW compare Shakespearean sonnets to Spenserian sonnets and realize that literature is reflective of the culture for which it was written.

Activities/Practices: Read Sonnets # 30 (Spenser) and Sonnet # 130 (Shakespeare) and be able to discuss the different approaches that the two sonneteers have to love.

Technology Integration:

The student is expected to...
» determine the meaning of technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. [1A]
» compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions. [2B]
Learner Objective: TSW gain an awareness of Renaissance drama.

Activities/Practices: Read, listen to lecture, take notes, discuss

Technology Integration: