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| **ELA Lesson Plan** | | | | | | | |
| **Class** | | English IV | | | **Designer(s)** | Group IV | |
| **Topic** | | *Evangeline* | | | **Date(s)** | January 3, 2021 | |
| **Common Core State Standards** | | | | | | | |
| **Reading: Literature** | | | 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 | | | | |
| **Reading: Informational** | | | No RI standards applicable for this lesson. | | | | |
| **Writing** | | | W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply reading standards to literature and literary nonfiction. | | | | |
| **Speaking & Listening** | | | SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | | | | |
| **Language** | | | L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | |
| **Lesson Objective** | | | | | | | |
| **Objective(s)** | | * **Bellwork – Students will view the picture of the Sisters of Mercy and will answer the included questions (\*supplement 7)** * **TLW read Canton V as a class and discuss the fate of Evangeline and Gabriel – continue annotating (\*refer back to supplement 6)** * **TLW analyze character traits of Gabriel and Evangeline through character maps – one for each character (\*Supplement 8).** * **Exit Ticket – Do you have any preconceived notions of Catholic nuns or other religious service groups? What do you know about them?** | | | | | |
| **The Lesson** | | | | | | | |
| **Introduction and Lesson Specifics** | **Bell Ringer(s)** | | | |  |  |  |  | | --- | --- | --- | --- | | ☐ | Grammar Practice | **x** | Journal/Writing Practice | | x | Reading Practice | x | Group Discussion | |  | Vocabulary Practice | ☐ | Other: | | | | |
| **Essential Question(s)** | | | How important is the poem *Evangeline* to the history of the Acadians and the development of the Acadian identity in the 19th and 20th centuries? | | | |
| **Academic Vocabulary** | | | Theme, Analyze, Close Reading, Evaluate, Diction, Imagery, Personification | | | |
| **Reading Strategy** | | | |  |  |  |  | | --- | --- | --- | --- | | **x** | Annotation | **x** | Questioning | | ☐ | Paraphrase | ☐ | Prediction | | x | Summarize | x | TPCASTT | | ☐ | Chronology/Time line | ☐ | SOAPSTONE | | **x** | Literary Element Analysis | ☐ | Other: | | | | |
| **Vocabulary Skill** | | | |  |  |  |  | | --- | --- | --- | --- | | x | Greek/Latin Roots | ☐ | Synonyms/Antonyms | | x | Analogies | x | Prefixes/Suffixes | | **x** | Context Clues | ☐ | Other: | | | | |
| **Writing Skills** | | | |  |  |  |  | | --- | --- | --- | --- | | **x** | Literary Analysis | ☐ | Expository Essay | | ☐ | Pre-Writing | ☐ | Persuasive/Argumentative Essay | | ☐ | Revision/ Peer Editing | ☐ | Narrative Essay | | ☐ | Reflection/ Self Analysis | ☐ | Other: | | | | |
| **Media/**  **Technology** | | | |  |  |  |  | | --- | --- | --- | --- | | **x** | Smart Board/White Board | ☐ | Movie/Film: | | ☐ | Student Response System | ☐ | Teacher Website | | ☐ | Internet search | x | Other: printable materials | | | | |
| **Strategies/**  **Activities** | | | |  |  |  |  | | --- | --- | --- | --- | | **x** | Whole Group Lecture or Discussion | ☐ | Diagnostic Assessment | | x | Whole Group Activity/Exercise | x | Oral Assessment | | x | Socratic Seminar | ☐ | Project-Based Assessment | |  | Small Group Discussion or Activity | ☐ | Timed Writing Assessment | |  | Test/Quiz | ☐ | Other: | | | |
| **Closure** | | | Statement or Fact about the “American Dream” | | |
| **Differentiation:**  **Remediation/ Modifications** | | | | CS – extended time | | |
| **Homework** | | | | |  |  |  |  | | --- | --- | --- | --- | | **x** | Complete a Reading Assignment | **x** | On-going Assignment | | ☐ | Finish a Reading Assignment | ☐ | Study notes/vocabulary | | ☐ | Finish an assignment started in class | x | Other: | | | |
| **Assessment Evidence** | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | ☐ | Textbook Exercise(s) | ☐ | Peer Assessment | | ☐ | Diagnostic Assessment | x | Oral Assessment/ Discussion Participation | | **x** | Formative Assessment | ☐ | Project-Based Presentation/Assessment | | x | Summative Assessment (Unit Exam) | x | Writing Assessment (Essay, Open Response) | | ☐ | Other Technology Assessment (Edmodo quiz, etc.) | x | Extended Writing Assessment | | ☐ | Research Paper/Documented Essay | ☐ | Standardized Test Practice Assessment | | ☐ | ACT Practice Assessment | x | Advanced Placement Practice Assessment | | ☐ | Common Core Practice Assessment | x | Analytical Reading Log/Dialectical Journal | | ☐ | Portfolio Reflection Assessment | ☐ | Other: | | | | | | | |