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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday, Oct 21** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will receive a warm up on the background of Shakespeare and Hamlet. (5 to 10 minutes). The students will then receive information on how stories can be impacted by the author’s choices.Words to know: Soliloquy (p. 161)TragedyDramatic plotConflictAllusions | Students will discuss as a class the information in the story. (May switch this to the students talk as a group depending on the class). | Students will receive a worksheet on Shakespeare and Hamlet and the concept of story impact. We will be going through a slide show with the prompts that are on the worksheet.  | Students will fill out 321. |
| **Tuesday, Oct 22** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will receive more background information on *Hamlet*.  | The students will read through *Hamlet* as a class. Students will be casted into roles initially. Act 1, Scene 1: Barnardo, Francisco, Horatio, MarcellusScene 2: King, Carnelius/Volemand, Laertes, Polonius, Hamlet, Queen | The students will be receiving guided questions for the play.  | Students will complete 321. |
| **Wednesday, Oct 23** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | Students will answer a quiz about yesterday’s reading.  | Students will read silently on their own. Then they will discuss a set of questions with a group.  | Students will complete a prompt on a topic.  | Students will complete 321. |
| **Thursday, Oct 24** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | We will read through the story together. Then students will answer questions.  | We will read through the story together. Then students will answer questions. | We will read through the story together. Then students will answer questions. | Students will complete 321. |
| **Friday, Oct 25** | I am learning how Shakespeare’s choices on the development of *Hamlet* impacted the story. | I can show how Shakespeare’s choices on the development of *Hamlet* impacted the story. | We will read through the story together. Then students will answer questions. | We will read through the story together. Then students will answer questions. | We will read through the story together. Then students will answer questions. | Students will complete 321. |