**Weekly Lesson Plan: Grade 10, Unit 1, Analyze & Apply**

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| **Class: 10th-grade Literature and Composition (Mr. Loebl)** |  | **Date: August 26-August 30th, 2024** |

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| Essential Question: *What differences can’t be bridged?* |

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| WEEK 1 OF 1 | Day 1 (of 5) | Day 2 (of 5) | Day 3 (of 5) | Day 4 (of 5) | Day 5 (of 5) |
| Topic | **MAP Testing** | **MAP Testing** | **MAP Testing** | **“By Any Other Name”** | **“By Any Other Name”** |
| Skills | Reminder to bring computer and laptop | Reminder to bring computer and laptop | Reminder to bring computer and laptop | **Reading:** Analyze Development of Theme**RL.10.2****Reading:** Understand Cultural and Historical Context**RL.10.6** | **Reading:** Analyze Development of Theme**RL.10.2****Reading:** Understand Cultural and Historical Context**RL.10.6** |
| Activity | **MAP Testing**Reminder to bring computer and laptop | **MAP Testing**Reminder to bring computer and laptop | **MAP Testing**Reminder to bring computer and laptop | Engage Your Brain p. 24Expand Your Vocabulary p. 36 | Read/Listen to pp. 26-36Annotation in action p. 31 |
| Vocabulary  | **Expand Your Vocabulary**p.  | **Vocabulary in Context** |  |  |  |
| Assessment |  |  |  |  | Assessment Practice p. 33 |
| Notes |  |  |  |  |  |
| Online Resources | * The Book of the Dead eBook
* Conflict and Connection Response Log
* The Book of the Dead Selection Test (online or Word)
* Selection Audio in The Book of the Dead eBook
* The Book of the Dead Text Sketch (in English and Spanish)
* The Book of the Dead Summary (in English and Spanish)
* Notice & Note Handbook
* Conclusions Chart Graphic Organizer
* Peer Coach Videos: Analyze Themes
* Anchor Charts: Analyze Themes (in English and Spanish)
 | * Level Up Tutorials: Theme
* Level Up Tutorials: Historical and Cultural Context
* Level Up Practice: Theme
* Level Up Practice: Historical and Cultural Context
* Interactive Grammar Lessons: Verb Phrases
* Interactive Grammar Lessons: The Phrase
* Multilingual Summary
* Critical Vocabulary: Spanish
* Literary Terms and Academic Vocabulary: Spanish
* Multilingual Glossary
* A picture containing object, clock  Description automatically generated
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**Instructional Support**

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| What is this story about? | **Summary:** Annie, an artist and art teacher in Brooklyn, travels with her father to Florida. A television actress there wants to buy one of Annie’s sculptures. It depicts Annie’s father, an immigrant from Haiti, the way she imagines him during his time in prison under a Haitian dictatorship—crouched low, looking down at his hands. | The morning before they are to meet with the actress, Annie’s father disappears and is gone all day. He finally returns and explains that he has thrown the sculpture in a lake. He confesses that he was not a prisoner in Haiti but a prison guard who tortured others. Annie is stunned, but they go to the actress’s house anyway and meet her father, who truly was a victim in a Haitian prison. Annie is unsure how she can continue to love her father. |
| How complex is the text? | **Quantitative Measures: 920L** | **Qualitative Measures*** **Ideas Presented:** Multiple levels, use of symbolism, greater demand for inference
* **Structure Used:** Flashbacks disrupt chronological order
* **Language Used:** Mostly explicit language, some dialect
* **Knowledge Required:** Some cultural and historical references that may make heavier demands
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| What if students don’t understand the text? | * **Multilingual Glossary** provides selection vocabulary in multiple languages.
* **Text Sketch** (in English and Spanish) provides a high-level visual summary of the text.
 | * **Summary with Targeted Passages** helps students comprehend complex texts.
* **Conclusions Chart Graphic** **Organizer** could help students gather text evidence to infer a theme of the story.
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| What if students don’t understand the literary skills? | * **Differentiated Instruction** notes pp. 5, 7, 10, 14, 20
* **Peer Coach Videos: Analyze Themes in Literary Works** provides peer instruction to analyze themes.
* **Anchor Charts: Analyze Themes in Literary Works** provides a high-level visual summary of how to analyze themes.
 | * **Level Up Tutorials** and **Practice Tests** are digital lessons on a wide variety of skills that can be used for reteaching.
	+ **Level Up Tutorials: Theme; Historical and Cultural Context**
	+ **Level Up Practice: Theme; Historical and Cultural Context**
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| What if I want to teach a different literary skill?  | **Alternate Skills**Identify Character Motivation **RL.10.3*** Teacher’s Edition notes, pp. 13, 18
* **Skills Coach:** Identify Character Motivation
* **Peer Coach Video:** Identify Character Motivation
* **Anchor Chart** **ENG & SPANISH** Identify Character Motivation
* **Level Up Tutorial:** Character Motivations

**Assessment*** **Level Up Practice Test:** Character Motivations
 | Analyze the Influence of Setting on Character and Plot **RL.10.3*** Teacher’s Edition note, p. 16
* **Skills Coach:** Analyze the Influence of Setting on Character and Plot
* **Peer Coach Video:** Analyze the Influence of Setting on Character and Plot
* **Anchor Chart** **ENG & SPANISH** Analyze the Influence of Setting on Character and Plot
* **Level Up Tutorial:** Setting: Effect on Plot

**Assessment*** **Level Up Practice Test:** Setting: Effect on Plot
* **Guided Skills Practice:** Analyze the Influence of Setting on Character and Plot
	+ Tia **(750L)**
	+ *from* Markheim **(850L)**
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| What activities can I use for grouping or independent learning? | **Flexible Grouping Options,** p. 4C* **Whole Group** Give One, Get One
* **Small Group** Discussion Groups
* **Independent Learning** Deleted Scene

**Flexible Grouping Option:** Analyze the Text, p. 20 | **Choices,** p. 21* **Write a Letter** I Hear You
* **Visual Art** Opening Night
* **Haitian History** Panel of Experts
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| How can I help English Learners access the selection and skills? | **For English Learners*** **Build Background,** p. 4D
* **Cultural Notes,** p. 4D
* **Scaffolding for English Learners** notes, pp. 4D, 6, 8, 12, 15, 19, 22, 23
 | **Online Resources*** Spanish Resources
* Multilingual Glossary
* Text Sketch **ENG & SPANISH**
* Summary with Targeted Passages
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| How do I support students who need a challenge? | * **To Challenge Students** notes, p. 13
* Adapted **Visual Art** activity, p. 21
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| How do I support and motivate my students as they write? | Writable[Writable](https://www.hmhco.com/one) is an online writing tool found on the HMH Ed platform that features:* assignable writing tasks for all selections in *Into Literature*
* a bank of more than 600 customizable, standards-aligned writing prompts
* peer review and revision tracking
* interactive grading rubrics
* AI feedback with RevisionAid
* originality checking with TurnItIn
* Google Docs integration
* and data-driven reports for deeper insight into student performance
 | Writable can help you prepare your students for the end-of-unit writing task.**Persuasive Letter:** ClaimIn this assignment, students read the short story "The Book of the Dead" by Edwidge Danticat. After reading the story, students write a Persuasive Letter from the point of view of a family friend of the main character, Annie, encouraging Annie's father to either reveal or continue hiding his secret about his past. When writing, students focus on making and maintaining a clear and convincing claim. Making and supporting a clearly stated claim are essential skills for the end-of-unit Writing Task and all writing in the Argument genre.**Duration:** 30–40 minutes **Format:** Short Response |
| How will students demonstrate their understanding of the lesson? | **Assessment Options*** **Quick Check** pp. 13, 19
* **Assessment Practice** p. 19
* **Analyze the Text** p. 20
* **Choices** p. 21
* **Selection Test**
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