**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. 24  Expand Your Vocabulary p. 36 | Read/Listen to pp. 26-36  Annotation 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 | | |

**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 |
| 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. |
| 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** |
| 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)** |
| 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 |
| 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 |
| How do I support students who need a challenge? | * **To Challenge Students** notes, p. 13 * Adapted **Visual Art** activity, p. 21 |  |
| 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:** Claim  In 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** |  |