

Weekly Lesson Plan: Grade 10, Unit 4, Collaborate and Compare

Class: 10 CP Lit

Date: 2/19-2/21

Essential Question: *When is ambition dangerous?*

| WEEK 1 OF 1 | Day 1 (of 5) | Day 2 (of 5) | Day 3 (of 5) | | |
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| Topic | Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) | Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) | Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) | | |
| Skills | <p>Reading: Analyze Visual Elements RL.10.7</p> <p>Reading: Analyze Evidence RI.10.8</p> | <p>Reading: Analyze Visual Elements RL.10.7</p> <p>Reading: Analyze Evidence RI.10.8</p> | <p>Reading: Analyze Visual Elements RL.10.7</p> <p>Reading: Analyze Evidence RI.10.8</p> <p>Writing: Comparison W.10.9.a</p> <p>Speaking & Listening: Deliver a Pitch SL.10.4</p> | | |


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| | | | Social & Emotional Learning: Expert Review W.10.2, W.10.2.b | | |
| Activity | <ul style="list-style-type: none"> • Get Ready, pp. 380–383 • Social & Emotional Learning: Self-Awareness, p. 380 | <ul style="list-style-type: none"> • Read <i>from</i> Manga Shakespeare: Macbeth/Read “Shakespeare and Samurai (and Robot Ninjas?)”, pp. 384–399 • Focus on the Mentor Text, p. 398 | <ul style="list-style-type: none"> • Respond, pp. 400–401 • Social & Emotional Learning: Self-Awareness, p. 401 | <ul style="list-style-type: none"> • Respond, pp. 402–403 | <ul style="list-style-type: none"> • Respond, pp. 404–405 |
| Vocabulary | Expand Your Vocabulary p. 383 <ul style="list-style-type: none"> • sporadic • enraptured • daunting | Vocabulary in Context <ul style="list-style-type: none"> • sporadic, p. 398 • enraptured, p. 399 • daunting, p. 399 | Academic Vocabulary p. 401 <ul style="list-style-type: none"> • comprise • incidence • predominant • priority • ultimate | Expand Your Vocabulary p. 402 <ul style="list-style-type: none"> • sporadic • enraptured • daunting | |
| Differentiated Instruction | <ul style="list-style-type: none"> • When Students Struggle, pp. 381, 382 • Scaffolding for English Learners, p. 383 | <ul style="list-style-type: none"> • When Students Struggle, pp. 384, 387, 390, 393, 395, 396, 398 • Scaffolding for English Learners, pp. 385, 386, 388, 389, 391, 394, 399 | <ul style="list-style-type: none"> • When Students Struggle, p. 400 • Scaffolding for English Learners, p. 401 • Writable Scaffolded Support for text analysis and response | <ul style="list-style-type: none"> • Scaffolding for English Learners, pp. 402, 403 | <ul style="list-style-type: none"> • Scaffolding for English Learners p. 404 • To Challenge Students, p. 405 |

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| | | <ul style="list-style-type: none"> To Challenge Students, p. 392 | | | |
| Assessment | | <ul style="list-style-type: none"> Quick Check: Day 1 Assessment Practice | <ul style="list-style-type: none"> Analyze the Texts Choices | | <ul style="list-style-type: none"> Schedule the Selection Test using the online or Word version. |
| Notes | | | | | |
| Online Resources | <div> <ul style="list-style-type: none"> Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) eBook Reckless Ambition Response Log Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) Selection Test Selection Audio in Manga Shakespeare: Macbeth/Shakespeare and Samurai (and Robot Ninjas?) eBook Shakespeare and Samurai (and Robot Ninjas?) Text Sketch (in English and Spanish) Shakespeare and Samurai (and Robot Ninjas?) Summary (in English and Spanish) Notice & Note Handbook Venn Diagram </div> <div> <ul style="list-style-type: none"> Peer Coach Video: Evaluate Evidence Anchor Chart: Evaluate Evidence (in English and Spanish) Level Up Tutorial: Evidence Tutorial Level Up Practice: Evidence Practice Interactive Grammar Lesson: Dashes and Parentheses Interactive Vocabulary Lesson: Common Roots, Prefixes, and Suffixes Multilingual Summary Critical Vocabulary: Spanish Literary Terms and Academic Vocabulary: Spanish Multilingual Glossary Writable </div> | | | | |

Instructional Support

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| <p>What are these texts about?</p> | <p>Summary: This excerpt from <i>Manga Shakespeare: Macbeth</i> relates the events from Act I, Scene 3, of the original play. Fresh from battle, Banquo and Macbeth encounter the weird sisters and learn their prophecies. Ross and Angus arrive with news that the title of Thane of Cawdor has been granted to Macbeth, thereby fulfilling one of the witches' prophecies.</p> | <p>In "Shakespeare and Samurai (and Robot Ninjas?)," the reviewer points out that while she admires many of the visual elements of <i>Manga Shakespeare: Macbeth</i>, she finds the sporadic use of technology jarring. She feels that the adaptation would have been better if it had been set in feudal Japan.</p> |
| <p>How complex are the texts?</p> | <p>Quantitative Measures <i>from Manga Shakespeare: Macbeth</i>: N/A <i>"Shakespeare Samurai (and Robot Ninjas?)"</i>: 1480L</p> | <p>Qualitative Measures</p> <ul style="list-style-type: none"> • Ideas Presented: Multiple levels of meaning in Selection A; literal meanings in Selection B • Structure Used: Implicit themes and relationships between images and narration in Selection A • Language Used: Many Tier I and Tier II words; archaic language and complex sentence structures • Knowledge Required: Basic knowledge of Shakespeare's play <i>Macbeth</i> and of comics or manga |
| <p>What if students don't understand the selections?</p> | <ul style="list-style-type: none"> • Multilingual Glossary provides selection vocabulary in multiple languages. • Text Sketch (in English and Spanish) provides a high-level visual summary of the text. | <ul style="list-style-type: none"> • Summary with Targeted Passages helps students understand complex texts. • Venn Diagram Graphic Organizer could help students analyze the texts. |

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| <p>What if students don't understand the skills?</p> | <ul style="list-style-type: none"> • Differentiated Instruction notes, pp. 381, 382, 384, 387, 390, 393, 395, 396, 398, 400 • Peer Coach Video: Evaluate Evidence provides peer instruction in evaluating an author's evidence. • Anchor Chart: Evaluate Evidence provides a high-level visual summary of how to evaluate the evidence in a text. • Level Up Tutorials and Practice Tests are digital lessons on a wide variety of skills that can be used for reteaching. <ul style="list-style-type: none"> ○ Level Up Tutorial: Evidence ○ Level Up Practice: Evidence |
| <p>What if I want to teach a different skill?</p> | <div> <div> <p>Alternate Skills Make Inferences RI.10.1, RI.10.1</p> <ul style="list-style-type: none"> • Teacher's Edition notes, pages 386, 390, 392, 396 • Skills Coach: Make Inferences • Peer Coach Video: Make Inferences • Anchor Chart ENG & SPANISH Make Inferences • Level Up Tutorial: Making Inferences <p>Assessment</p> <ul style="list-style-type: none"> • Level Up Practice: Making Inferences • Guided Skills Practice: Make Inferences <ul style="list-style-type: none"> ○ Everest: To Climb or Not to Climb (910L) ○ The Ancient Library of Alexandria (1010L) ○ A Final Escape (1200L) </div> <div> <p>Determine Author's Perspective RI.10.6</p> <ul style="list-style-type: none"> • Skills Coach: Determine Author's Perspective • Peer Coach Video: Determine Author's Perspective • Anchor Chart ENG & SPANISH Determine Author's Perspective • Level Up Tutorial: Author's Perspective <p>Assessment</p> <ul style="list-style-type: none"> • Level Up Practice: Author's Perspective • Guided Skills Practice: Determine Author's Perspective <ul style="list-style-type: none"> ○ What's Bugging Us (880L) ○ The Educated Consumer (920L) </div> </div> |
| <p>What activities can I use for grouping or independent learning?</p> | <div> <div> <p>Flexible Grouping Options, p. 380C</p> <ul style="list-style-type: none"> • Whole Group Give One, Get One • Small Groups Idea Wave • Independent Learning Up to You <p>Flexible Grouping Option: Analyze the Texts, p. 400</p> </div> <div> <p>Choices, p. 401</p> <ul style="list-style-type: none"> • Comparison Track Back • Deliver a Pitch Kickstart the Pitch • Social & Emotional Learning Self-Awareness </div> </div> |

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| <p>How can I help English Learners access the selection and skills?</p> | <div> <div>For English Learners</div> <ul style="list-style-type: none"> • Build Background, p. 380D • Cultural Notes, p. 380D • Scaffolding for English Learners notes, pp. 380D, 383, 385, 386, 388, 389, 391, 394, 399, 401, 402, 403, 404 </div> <div> <div>Online Resources</div> <ul style="list-style-type: none"> • Spanish Resources • Multilingual Glossary • Text Sketch ENG & SPANISH • Summary with Targeted Passages </div> |
| <p>How do I support students who need a challenge?</p> | <ul style="list-style-type: none"> • To Challenge Students notes, pp. 392, 405 • Extended Choices option: Expert Review, p. 401 |
| <p>How do I support and motivate my students as they write?</p> | <div> <div>  <p>Writable is an online writing tool found on the HMH Ed platform that features:</p> <ul style="list-style-type: none"> • assignable writing tasks for all selections in <i>Into Literature</i> • 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 </div> <div> <p>Writable can help you prepare your students for the end-of-unit writing task.</p> <p>Mentor Text Analysis</p> <p>In this assignment, students read the Mentor Text for this unit, a Book Review called "Shakespeare and Samurai (and Robot Ninjas?)" by Caitlin Perry. They write a short Mentor Text Analysis, citing details from the text that demonstrate effective characteristics of a Literary Analysis. Analyzing the Mentor Text helps students sharpen their own writing skills by learning from a well-developed model text in the Argument genre.</p> <p>Duration: 20–30 minutes</p> </div> </div> |

- and data-driven reports for deeper insight into student performance

Format: Short Response

Expert Critique

After reading published novelist Caitlin Perry's critique of the graphic novel *Manga Shakespeare: Macbeth*, students consider their own areas of expertise and write an Expert Critique of something grounded in their own experience, such as a basketball game, chess match, or musical performance. As they write, students focus on maintaining an appropriate style and tone, using vivid and topic-specific vocabulary, and engaging the audience with varied sentence structure. Writing with a tone and style well-suited to the audience and purpose is an important skill for completing the end-of-unit writing task and for writing in the Argument genre.

Duration: 30–40 minutes

Format: Short Response

How will students demonstrate their understanding of the lesson?

Assessment Options

- **Quick Checks**, pp. 397, 399
- **Assessment Practice**, p. 399
- **Analyze the Texts**, pp. 400, 405
- **Choices**, p. 401
- **Selection Test**