Westside High School - Weekly Lesson Plan (Week At a Glance) – SY 25-26

**Teacher: Ms. Porter Subject: British Literature Course: Small group Grade: 12th Date(s): Sept. 22-26th**

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| **Standard**: **12.T.T.1.a** – Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.**Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp **Learning Target**  **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Vocabulary
* WORD of the day
* Multisyllabic
* Decoding
* Understanding the meaning
* Worksheet support
* scaffolding
 | * Think Aloud
* Learning Target & Success Criteria
* Demonstration
* Analogies\*
* Worked Examples
* Anchor Charts
* Mnemonic Devices\*
 | * Socratic Seminar \*
* Teacher-Led Small Group
* Prompting & Cueing
* Graphic Organizer
* Error Analysis
* Graphic Organizers (Guided)
 | * Jigsaw Strategy\*
* Discussions\*
* Expert Groups
* Peer Feedback with Rubric
* Stations
* Team Problem Solving
* Gallery Walk
* Collaborative Annotation
 | * Written Response\*
* Digital Portfolio
* Goal Setting & Monitoring
* Canvas Assignment
* Choice Board/Menu
* Independent Project
* Portfolio/Performance Task
* Reading Apprenticeship
 | * Exit Ticket
* 3-2-1 Summary
* Parking Lot
* Journaling\*
* Revisit Learning Target
* One Minute/ $2 Summary
* Peer Debrief
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| **Monday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp | * I can identify and describe the examples of contrast and compare monster and hero
 | WORD OF THE DAY**aghast** | Direct student to identify real heroes and contemplate the qualities that make them heroic Hero v. Monster | * Students read selected passages, think individually about Beowulf’s traits, pair up to discuss, and share insights with the class.
 | I need a hero identify the qualities that make them a heroic? .  | Compare your findings with your partner | What obstacles must the hero/Monster overcome?* Write a short job description
* Use your description to create a real life undertaking.

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|  | * 1. I can cite textual evidence that supports Beowulf’s heroic qualities.
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|  | * 1. I can explain how these traits reflect chivalric codes and how it shapes
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| **Tuesday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp | * I can analyze how poetic techniques (e.g., kennings, alliteration) contribute to the theme of heroism in *Beowulf*.
 | WORD OF THE DAY**Affliction**Reasons to expand your vocabulary | What is Epic Poetry? Review the literary techniques.p.15 | * **Instructional Strategy:****Think-Pair-Share** – Students annotate a passage for poetic techniques, discuss their impact with a partner, and share interpretations.
 | Discuss theme. p.18 | Background p.10-11 discussion | Grendel Three characteristics |
|  | * 1. I can identify poetic techniques in the text.
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|  | * 1. I can explain how these techniques enhance the portrayal of Beowulf as a hero.
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| **Wednesday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp | * I can evaluate Beowulf’s actions and motivations to determine if he fits the definition of a hero.
 | WORD OF THE DAY**plight** | Highlight the phrases “ fiend out of hell” and evil in the worl d lines 15-16 | * **Instructional Strategy:****Think-Pair-Share** – Students reflect on Beowulf’s decisions, discuss with a peer, and present their stance to the group.
* **Line 17 “ grim demon”**
 | Close Read Screen cast Line 41-51 | Discuss Point out the phrase “powerful hero.” Describe the qualities they think a powerful hero would possess. | Three characteristics of a powerful hero according to text. |
|  | I can compare Beowulf’s choices to modern definitions of heroism. |
|  | * 1. I can support my evaluation with examples from the text.
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| **Thursday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp | I can predict of heroism in *Beowulf* and its relevance to contemporary society. | WORD OF THE DAY**Wail** | P 18-19 Determine themes | * **Instructional Strategy:****Think-Pair-Share** – Students brainstorm modern heroes, compare them to Beowulf, and share their critiques
 | **Scaffolding** * Analyze setting
* Research Anglo Saxon Era
* Analyze Old English Poetry
 | DiscussionLook at the Dragon head | Find the phrase that identifies and describes Grendel.(closing ticket out the door) |
|  | * 1. I can connect the theme of heroism in *Beowulf* to current events or figures.
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|  | * 1. I can articulate how cultural context influences the definition of a hero.
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| **Friday** | C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp | I can synthesize my understanding of heroism in *Beowulf* through a written or creative response. | WORD OF THE DAY**loathsome** | Pg 16-17 Describe two different moods in lines 109-233 | * **Instructional Strategy:****Think-Pair-Share** – Students draft ideas individually, peer review with a partner, and present or submit final products.
 |  Cross-curricular connectionMemory momentCharactersNarrative structureTheme etc.. | Military terms foundLine 175-230 | Exit  |
|  | * 1. I can create a product (essay, poem, visual) that reflects my interpretation of heroism.
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|  | * 1. I can use textual evidence and poetic techniques to support my work.
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*\* key literacy strategies and see reverse side for additional information*