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 |
| **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. |
|  | * 1. I can cite textual evidence that supports Beowulf’s heroic qualities. |
|  | * 1. I can explain how these traits reflect chivalric codes and how it shapes |
| **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. |
|  | * 1. I can explain how these techniques enhance the portrayal of Beowulf as a hero. |
| **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. |
| **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 | Discussion  Look 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. |
|  | * 1. I can articulate how cultural context influences the definition of a hero. |
| **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 connection  Memory moment  Characters  Narrative structure  Theme etc.. | Military terms found  Line 175-230 | Exit |
|  | * 1. I can create a product (essay, poem, visual) that reflects my interpretation of heroism. |
|  | * 1. I can use textual evidence and poetic techniques to support my work. |

*\* key literacy strategies and see reverse side for additional information*