|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 9.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.  9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.  **9.T.T.4.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.**  **9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.**  9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.  9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.  9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.  9.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  **9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.**  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  9.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources.  **9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.**  9.T.SS.2.c Use formal or informal style, as appropriate to audience, purpose, and context.  9.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. | | | | | | | |
|  | **Pre-Teaching**  *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)* |
| * Do Now * Quick Write\* * Think/Pair/Share * Polls * Notice/Wonder * Number Talks * Engaging Video * Open-Ended Question | * Think Aloud * Visuals * Demonstration * Analogies\* * Worked Examples * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | I am learning how to identify the plot structure of the hero’s journey.  I can take notes on the hero’s journey.  I can identify examples of the hero’s journey. | What does “The Lord of the Rings”, “Harry Potter”, “Star Wars”, and “Mulan” have in common? |  | Watch video: [What makes a hero? - Matthew Winkler](https://www.youtube.com/watch?v=Hhk4N9A0oCA&t=82s)  Complete Hero’s Journey Graphic Organizer as they watch. | Watch the following videos and decide what part of the hero’s journey they represent. Add to your notes paper as examples.  [Harry Potter and the Philosopher's Stone - The letter from Hogwarts School](https://www.youtube.com/watch?v=J0im92OUk5A)  [Princess Bride Sword Fight](https://www.youtube.com/watch?v=lC6dgtBU6Gs)  [Death of Gandalf](https://www.youtube.com/watch?v=X8pWjiFxXkg) |  | What other movies, TV shows, or books have a hero’s journey in them? Why do you think we still see the Hero’s Journey in current media? |
| **Tuesday** | I am learning how to identify character traits in an epic poem.  I can analyze figurative language to find a character’s traits.  I can explain a characters character traits. | [Everything you need to know to read Homer's "Odyssey" - Jill Dash](https://www.youtube.com/watch?v=8Z9FQxcCAZ0)  After watching the video, what is one thing you learned about the Odyssey? |  | Read page 545- **The Odyssey, Books 1: A Goddess Intervenes**  -Is this story going to be about Odysseus’ travels home? Is it a long trip home? What evidence in the epic (not the summary) tells us this information? | Partners are going to work together with their descriptions to explain what they suggest about him and what happens to him. | Students will identify words that describe Odysseus. Then will work with their partner. | After describing Odysseus, would you be friends with him, why or why not? |
| **Wednesday** | I am learning how to identify figurative language and its use in developing setting, imagery, etc.  I can explain an example of figurative language.  I can analyze the influence of setting on character and plot. | “If a journey doesn’t have something to teach you about yourself, then what kind of journey is it?”-Kira Salak  What could we learn about ourselves from taking on a challenge or setting out on a journey of some kind? |  | Read page 546-549- **The Odyssey, Book 9: New Coasts and Poseidon’s Son**  Re-read lines 13-15 (pg. 546). Find the examples of personification. How does the personification help you understand the setting? | Re-read lines 25-30 (pg.547). Look for an example of personification.  What human characteristic is given to the object being described? How does personification of this object help create a vivid picture in your mind? | Look at lines 75-77 (page 548), what foreshadowing do you see that show that Odysseus has a weakness that might bring trouble.  What flaws might be revealed in these lines?  Re-read lines 85-100 and then list the elements the poet includes about the Cyclops’ cave. What impression do these descriptions provide of the Cyclops and his cave and how might this contribute to the conflict? | Based on what you read today what might happen next between Odysseus and the Cyclops? Use textual evidence to support your inference. |
| **Thursday** | **I am learning how to analyze author’s word choice.**  **I can determine character traits based on descriptions.**  **I can understand puns.** | Page 546 (lines 13-15)  “When the young Dawn with finger tips of rose  came in the east, I called my men together  and made a speech to them:…”  The above is an example of what figurative language?   1. Metaphor 2. Extended metaphor 3. Simile 4. Personification   How does the above figurative language help you understand the setting? |  | Read page 550-553- **The Odyssey, Book 9: New Coasts and Poseidon’s Son**  A **pun** is a humorous play on words using a word or phrase that has more than one possible meaning.  What is the pun in lines 257-265? How does Odysseus’ clever use of a false name help him? (page 552-553) | After page 553  Four Corners Activity:  Prompt: Odysseus will be hailed a hero by his men for defeating the Cyclops and determining a way to escape.  -Assign the following responses to the corners of the classroom:  \*I strongly agree  \*I strongly disagree  \*I agree somewhat  \*I’m not sure  Students need to bring evidence to support their opinion.  Discuss students reasons. Students who responded “I’m not sure” need to listen to the other groups evidence and decide which group had the most convincing evidence and join that group. | (page 551) Re-read lines 198-208. Find an example of Odysseus’ character traits. How does Odysseus’ behavior in this passage reflect Greek ideas and values and suggest a theme? | When Odysseus lied about his name, were the subsequent effects what he had hoped for? Explain your answer. |
| **Friday** | **I am learning how to analyze author’s word choice.**  **I can identify repetition.**  **I can explain why the author uses that repetition.** | Odysseus Boat Image  What is going on in this image? Who is most likely Odysseus? Explain why. |  | Read page 554-557- **The Odyssey, Book 9: New Coasts and Poseidon’s Son**  Flowchart of Odysseus’ plan to escape from the cave. |  | Re-read lines 313-330 (page 554-555)  Notice the AA marked in the textbook. The author is repeating a word or phrase. What is that word? Why would the author repeat it? What impact does this repetition have on our understanding of the story? | How has the cyclops behavior and attitude/tone changed?  Look at lines 123-125 compared to lines 386-397. |

*\*key literacy strategies*