**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 03-04-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 03-08-2024**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will read poetry to determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, words with multiple meanings, or language that is particularly fresh, engaging, or beautiful by analyzing the impact of specific word choices on meaning and tone.  |  3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture*Beowulf*Final Test (Cumulative) (Begin unit on *Myths and Legends)* | I | TextbookPowerPointProjectorAudio Discs | Formative- Observation, discussionSummative- Self-reviewStudent Self-Assessment- Worksheet |
| 2 | Students will analyze themes and ideas about myths and legends and their development. Including how they interact and build on one another to produce a complex account and provide an objective summary of the text. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.Definition and development: Example:*The Flying Dutchman* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 3 | Students will analyze themes and ideas about myths and legends and their development. Including how they interact and build on one another to produce a complex account and provide an objective summary of the text. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.Definition and development: Example:*Robin Hood* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 4 | Students will analyze themes and ideas about myths and legends and their development. Including how they interact and build on one another to produce a complex account and provide an objective summary of the text. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.Definition and development: Example:*Atlantis* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 5 | Students will analyze themes and ideas about myths and legends and their development. Including how they interact and build on one another to produce a complex account and provide an objective summary of the text. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.Definition and development: Example:*The Sword in the Stone* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |