**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 10-21-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 10-25-2024**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will: Analyze and evaluate the purpose and importance of satire and verbal irony on the beliefs, ideas and customs of a culture. Know and comprehend new and old vocabulary words.Apply knowledge of satire, verbal irony and proposal writing in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*A. Modest Proposal* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 2 | Students will: Analyze and evaluate the purpose and importance of satire and verbal irony on the beliefs, ideas and customs of a culture. Know and comprehend new and old vocabulary words.Apply knowledge of satire, verbal irony and proposal writing in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*A. Modest Proposal* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 3 | Students will: Analyze and evaluate the purpose and importance of satire and verbal irony on the beliefs, ideas, and customs of a culture. Know and comprehend new and old vocabulary words.Apply knowledge of satire, verbal irony and proposal writing in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*A. Modest Proposal* NB 614**TEST** | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 4 | Students will: Analyze and evaluate the purpose and importance of dramatic and verbal irony on the beliefs, ideas, and customs of a culture. Apply knowledge of dramatic and verbal irony in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*The Sniper* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
| 5 | Students will: Analyze and evaluate the purpose and importance of dramatic and verbal irony on the beliefs, ideas, and customs of a culture. Apply knowledge of dramatic and verbal irony in a formal composition. | 3, 4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*The Sniper* | ISW | TextbookProjectorWorksheetsPaper | Formative- Observation, Q and ASummative-Student Self-Assessment- |
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