

## Coretta Scott King Young Women's Leadership Academy Weekly Lesson Plans Lit IV (12<sup>th</sup> Grade)

Good instruction is driven by the students' academic needs. Therefore, instruction will not always reflect what is in this lesson plan. Through continual assessments of students' performance, necessary adjustments of instruction will be made on a continual basis to maximize learning and mastery of content.

Teacher Name	Corendis C. Hardy	Subject/ Grade	Lit IV (12 <sup>th</sup> ) 4A and 1B	Date range:	August 4 - 14
	August 4 - 5	August 5 - 6	August 7 - 8	August 11 – 12	August 13 - 14
Standards	-Welcome -Introductions -Course requirements and academic epectations -Class rules and procedures	-Grading policy -Writing diagnostic -Reading diagnostic	12.T.C.1.a	12.T.C.1.a	12.T.SS.1.a , 12.T.SS.2.a
Learning Targets (Goals)	I can Explain academic and behavioral expectations for the class.	I can *Articulate grades are earned for the course. * Demonstrate level of writing and reading proficiency in ELA	I canDiscuss rhetoric and the purpose of rhetorical devices -Distinguish satire from other rhetorical devices	I can Explain the features of satire	I can Differentiate the following rhetorical devices: verbal irony, understatement, hyperbole, and paradox
Success Criteria	Answer questions about course	*Answer questions about	Explain the purpose of satire	Give two examples of satire	Critique Jonathan Swift's integration

	requirements, expectations, and class rules and procedures	grading policy *Write an argumentative essay *Complete reading comprehension diagnostic		commonly used in mainstream America	of satire in his work, "A Modest Proposal"
Differentiated Instruction	Audio; visual; handouts; varied explanations	Audio; visual; handouts; varied explanations	Audio; visual; handouts; varied explanations; pairs/groups	Audio; visual; handouts; varied explanations; pacing;	Audio; visual; handouts; varied explanations; pacing; groups
		Lesson S	Structure		
Engage (Opening) BellRinger/Warm- Up/Sponge (more ideas) Opening (more ideas) 15 min.	Welcome Introductions (Name origins)	Think. Write. Share. "What problem do you want to solve in the world?"	Hangman: Satire KWL	Tic-tac-toe: questions about satire	Unscramble: understatement Unscramble: hyperbole
Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.	(I do.) Discuss course requirements, academic and behavioral expectations; class rules and procedures. (We do.) Q/A	(I do.) -Discuss grades and grading policy (We do.) Q/A (They do.) - Students take diagnostic exams. Writing: Argument essay (Choice	(I do.) -Explain rhetoric; its purpose; and use -Mini-lesson on satire (We do.) -Watch and discuss video -Q/A	(I do.) -Review satire (They do.) Kahoot on homework. (We do.) Read, annotate, analyze and discuss "A Model Proposal" (pp 392 – 395)	(We do) Discuss part one of "A Modest Proposal".  (I do.) Give feedback and clarity for pp. 392 – 395).

	(They do.) Think about action plan for success.	Board) 20 minutes Reading Comprehension Exam: (20 minutes)	(They do.) -(Small groups) Analyze an example		(They do.) Small groups are optional. Continue reading, annotating, analyzing, and discussing, "A Modest Proposal" (pp. 396 – 400)
Self-Reflect (Closing) Closing (more ideas) 10 min.	3-2-1 3 requirements 2 classroom rules 1 question you still have	411: Give summary of grading policy	Exit ticket: Share an experience when you read, heard, or saw an example of satire	Treasure hunt: Find one example of satire in "A Modest Proposal". Share with peers.	Infer: In paragraphs 29 – 31, the narrator ironically dismisses a series of ideas about reducing Irish poverty that Swift himself supported. Make an inference about what point you think Swift is making by including these proposals.
Homework	Acrostic poem of name	Complete acrostic poem of name	Read background information on "A Model Proposal" and author Jonathan Swift (Unit 3, pp. 384 –	Complete reading comprehension quiz on part one of text.	Complete reading comprehension quiz on part 2 of text.

Expect quiz.
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