



Coretta Scott King Young Women's Leadership Academy

*Lit IV Weekly Lesson Plans

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 Hardy	Subject/ Grade	Literature and Composition IV 1B and 4A	Date range:	November 17 - 21
	Monday, Nov. 17 (A-Day)	Tuesday, Nov. 18 (B-Day)	Wednesday, Nov. 19 (A-Day)	Thursday, Nov. 20 (B-day)	Friday, Nov. 21 (A-Day)
Standards	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions	12.PAC.1 Interpret texts through the author's lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions
Learning Target	Students have met the learning target when they can... analyze and evaluate how Mary Shelley structures her novel, <i>Frankenstein</i> to shape her message and influence	Students have met the learning target when they can... analyze and evaluate how Mary Shelley structures her novel, <i>Frankenstein</i> to shape her message and influence	Students have met the learning target when they can... analyze and evaluate how Langdon Winner organizes his essay. "Frankenstein: Giving Voice to the Monster" to support	Students have met the learning target when they can... analyze and evaluate how Langdon Winner organizes his essay. "Frankenstein: Giving Voice to the Monster" to support	Students have met the learning target when they can... analyze and evaluate how authors use specific craft techniques in explanatory essays to shape their message

	readers' understanding.	readers' understanding.	his claims about how the Mary Shelley's novel, <i>Frankenstein</i> connects to what is happening in the world of technology today.	his claims about how the Mary Shelley's novel, <i>Frankenstein</i> connects to what is happening in the world of technology today.	and influence readers' understanding.
Success Criteria	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Frankenstein</i>	Students have met the success criteria when they can critically discuss the five main parts of the novel, <i>Frankenstein</i>	Students have met the success criteria when they can... use the structure and content of exemplar essays to create their own original ones to effectively share their viewpoints	Students have met the success criteria when they can... use the structure and content of exemplar essays to create their own original ones to effectively share their viewpoints	Students have met the success criteria when they can... use the structure and content of exemplar, explanatory essays to create their own original ones to effectively share their viewpoints
Differentiated Instruction	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing	Audio, visual, video, handouts, varied explanations and answers, flexible grouping, choice board of assignments, pacing
Lesson Structure					
Engage (Opening) BellRinger/Warm-Up/Sponge (more ideas) Opening (more ideas) 15 min.	Journal: Explain how the motivation for the creature's behavior in Shelley's novel is similar to people's who experience rejection	Journal: Explain how the motivation for the creature's behavior in Shelley's novel is similar to people's who experience rejection	Word Splash: argumentative essay Word du Jour: thesis (In the vocabulary section of your notebook, include	Word Splash: argumentative essay Word du Jour: thesis (In the vocabulary section of your notebook, include	Hangman and Word du Jour: explanatory (In the vocabulary section of your notebook, include the following: purpose/function,

	<p>and persecution today.</p> <p>Word du Jour: motivation (literature)</p> <p>(In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)</p>	<p>and persecution today.</p> <p>Word du Jour: motivation (literature)</p> <p>(In the vocabulary section of your notebook, include the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)</p>	<p>the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)</p>	<p>the following: purpose/function, effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)</p>	<p>effect on reader, definition, synonyms, antonyms, variations/parts of speech, examples, the word used in an original sentence)</p>
<p>Explicit Instruction and Apply & Assess (Work Session) Gradual Release Instructional Strategies 63 min.</p>	<p>(I/We do.) Review discussion questions for <i>Frankenstein</i></p> <p>(They do.) In small groups, complete their story posters which include visual depictions and explanations for</p> <ol style="list-style-type: none"> 1. Characters 2. Setting 3. Plot 4. Conflict 5. Theme for Frankenstein 	<p>(I/We do.) Review discussion questions for <i>Frankenstein</i></p> <p>(They do.) In small groups, complete their story posters which include visual depictions and explanations for</p> <ol style="list-style-type: none"> 1. Characters 2. Setting 3. Plot 4. Conflict <p>Theme for Frankenstein</p>	<p>I do.) Review lesson on argumentative essays. Lead lesson on page 561 in textbook about formal vs informal essays</p> <p>(We do.) read and discuss the essay, "Frankenstein: Giving Voice to the Monster" by Langdon Winner (pp 563 – 566)</p>	<p>I do.) Review lesson on argumentative essays. Lead lesson on page 561 in textbook about formal vs informal essays</p> <p>(We do.) read and discuss the essay, "Frankenstein: Giving Voice to the Monster" by Langdon Winner (pp 563 – 566)</p>	<p>(I do.) Lesson on distinguishing explanatory and informative essays from argumentative essays</p> <p>(We do.) Review highlights essay, "Frankenstein: Giving Voice to the Monster" by Langdon Winner (pp 563 – 566)</p> <p>(They do.) Using information on page</p>

			(They do.) Assessment Practice on page 567	(They do.) Assessment Practice on page 567	569, write an explanatory essay that includes three steps on how people can help control the dangers of developing AI without regulation.
Self-Reflect (Closing) Closing (more ideas) 10 min.	Venn Diagram: Comparisons Think about someone you personally know or have heard of in the media. Using a Venn Diagram, compare that person with either Dr. Frankenstein or the creature in the story. Highlight five distinguishing characteristics	Venn Diagram: Comparisons Think about someone you personally know or have heard of in the media. Using a Venn Diagram, compare that person with either Dr. Frankenstein or the creature in the story. Highlight five distinguishing characteristics	3-2-1 3 things you learned about formal essays 2 things you learned about informal essays 1 thing you learned about supporting evidence	3-2-1 3 things you learned about formal essays 2 things you learned about informal essays 1 thing you learned about supporting evidence	Exit Ticket Write the thesis statement of your essay
Homework	Language practice activity: adjectives and adverbs to create sensory language	Language practice activity: adjectives and adverbs to create sensory language	Language practice activity: precise verbs for essays	Language practice activity: precise verbs for essays	

*Last week's lesson plans were amended.