**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 03-25-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 03-29-2024**

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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 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* | I  S  W | Textbook  Projector  Worksheets  Paper | Formative- Observation, Q and A  Summative-  Student Self-Assessment- |
| 2 | 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* | I  S  W | Textbook  Projector  Worksheets  Paper | Formative- Observation, Q and A  Summative-  Student Self-Assessment- |
| 3 | Students will understand that humor is something which is not always transferable in another country. What somebody from one area may find hilarious may not be amusing at all to somebody from another location. It is filtered by the cultural context. | 3, 4 | Understanding British Humor  Vs  American Humor  Part 2 | I  S  W | Textbook  Smartboard  Worksheets  Paper | Formative- Observation, Q and A  Summative-  Student Self-Assessment- |
| 4 |  |  | Act 80 Day  No school for students. |  |  |  |
| 5 |  |  | Spring Break  No School |  |  |  |