**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 05-06-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 05-10-2024**

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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 themes and central ideas of a text and their development over the course of the text, 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.**  ***The Man in the Water* OB 61**  **Film Part 1** | **I**  **S**  **W** | **Textbook**  **Projector**  **Worksheets**  **Paper**  **Clear Board** | **Formative- Observation, Q and A**  **Summative-**  **Student Self-Assessment-** |
| 2 | **Students will analyze themes and central ideas of a text and their development over the course of the text, 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, (viewing and discussion) reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.**  ***The Man in the Water* OB 61**  **Film Part 2** | **I**  **S**  **W** | **Textbook**  **Projector**  **Worksheets**  **Paper**  **Clear Board** | **Formative- Observation, Q and A**  **Summative-**  **Student Self-Assessment-** |
| 3 | **Students will analyze themes and plots. They understand the use of symbolism in a novel, and how it influences the story’s development.** | **3, 4** | **Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.**  ***Jonathan Livingston Seagull* (Introduction)**  **by**  **Richard Bach** | **I**  **S**  **W** | **Textbook**  **Projector**  **Worksheets**  **Paper**  **Clear Board** | **Formative- Observation, Q and A**  **Summative-**  **Student Self-Assessment-** |
| 4 | **Students will analyze themes and plots. They understand the use of symbolism in a novel, and how it influences the story’s development.** | **3, 4** | **Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.**  ***Jonathan Livingston Seagull* (Part One)**  **by**  **Richard Bach** | **I**  **S**  **W** | **Textbook**  **Projector**  **Worksheets**  **Paper**  **Clear Board** | **Formative- Observation, Q and A**  **Summative-**  **Student Self-Assessment-** |
| 5 | **Students will analyze themes and plots. They understand the use of symbolism in a novel, and how it influences the story’s development.** | **3, 4** | **Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.**  ***Jonathan Livingston Seagull* (Part One “continued”)**  **by**  **Richard Bach** | **I**  **S**  **W** | **Textbook**  **Projector**  **Worksheets**  **Paper**  **Clear Board** | **Formative- Observation, Q and A**  **Summative-**  **Student Self-Assessment-** |
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