**Teacher Name: 12 Type of Class: ENG 3/ ESL**

**Coach: 101 Date: 10/7/14**

**\*\*WOULD LIKE TO DISCUSS A NEW WAY TO ANSWER AND SHARE OUT THE QUESTIONS FOR THIS LESSON : )**

**Topic: Hamlet,** *149–164 from Act 1.2 (from “And yet, within a month/Let me not think on’t” to “But break, my heart, for I must hold my tongue”).*

**Content Objective(s) –** SWBAT follow the guidelines of the academic discussion rubric in order to discuss and write answers to TDQs.

What is the focus of the TDQs this time - word choice and character development?

let’s look at the questions together (I have the Module saved on my computer for reference)

**Language Objective(s) –** SWBAT choose specific words Hamlet uses during his first soliloquy to examine character elements she possesses.

**Common Core Learning Standard(s):**

|  |  |
| --- | --- |
| **RL.11-12.3** | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| **RL.11-12.4** | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
|  |  |
| **L.11-12.5** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

**Assessment (How will you know students have met your objective?)**

* *During guided practice- following the Academic Discussion Rubric from NYS*
* *During independent practice- Quick Write:*  How do specific word choices in Hamlet’s first soliloquy impact the development of the Queen’s character?

**Technology**

*How is the technology being used to meet the objectives?- SmartBoard to model annotations, helpful slides for vocabulary, audio of Hamlet, Hamlet film*

**Grouping Configurations**

*Students work in collaborative groupings to answer TDQs*

**Materials**

Hamlet Text, TDQs, Vocabulary Reference Guide, Hamlet film, Audio for Hamlet, Smartboard with accompanying flipcharts and powerpoints

**Key Vocabulary**

**Students to determine in context:**

* or ere (prep.) – before
* incestuous (adj.) – involving incest

**To teach explicitly:**

* frailty (n.) – moral weakness; liability to yield to temptation
* dexterity (n.) – skill or adroitness in using the hands or body; agility; mental adroitness or skill; cleverness

**SIOP Learning Strategies**

* **Preparation- Content and Language Objectives, Supplementary Materials (film/visuals/ character map)**
* **Building Background- Vocabulary activities**
* **Comprehensible Input- Clear explanation of tasks**
* **Strategies- need more for answering TDQs**
* **Interaction- teacher is only the facilitator while students are doing most of the discussion and answering**
* **Practice and Application- LSRW activities all included**
* **Lesson Delivery- students are engaged because they are familiar with the routines**
* **Review and Assessment- Quick Write**

**Procedure**

*Connect to Prior Knowledge/Build Background*

***Vocabulary with interactive activities to build background for the close reading process. Examples are meant to activate students prior knowledge***

*Modeling/Input (Teacher shows how)*

***Modeling annotations during a masterful reading***

***Slowly pulling modeling away for Quick Writes and answering TDQs***

*Guided Practice (Students try with support)*

***Students answer TDQs in collaborative groupings with sentence starters***

*Independent Practice / Homework*

**Independent Practice- Quick Write**

**Homework- Accountable Independent Reading Folder**

*Closure*

***Quick Write***