

Lessons for Mrs. Salem

Language Arts, Periods 4 / 5 and 6 / 7

Please be advised that all identified plans are tentative and are subject to change daily due to unforeseen circumstances and classroom progress

Monday, 9/23	Tuesday, 9/24	Wednesday, 9/25	Thursday, 9/26	Friday, 9/27
Assignment(s) Due Today: Study Island	Assignment(s) Due Today: Final drafts	Assignment(s) Due Today:	Assignment(s) Due Today:	Assignment(s) Due Today: Article of the week
Essential Question(s): How do I analyze plot?	Essential Question(s): What's the difference between appearance and reality?	Essential Question(s): What's the difference between appearance and reality?	Essential Question(s): What's the difference between appearance and reality?	Essential Question(s): What's the difference between appearance and reality?
Lesson/Activities: 1. Warm up Pd 2/3 "Seventh Grade" test Introduce Article of the Week Continue with paragraph writing assignment. Time for drafting. Peer editing Grammar unit 1- sentences and fragments	Lesson/Activities: 1. Warm up- Tuesday 2. Article of the week- go over assignment 3. Hand out books Discuss Begin unit 1- Reality Check Selection 1 Reading: Analyze Plot and Flashback RL.7.3 Reading: Analyze Character Traits RL.7.6	Lesson/Activities: 1. Warm up Grammar unit- run ons and comma splices Unit 1 Reading: Analyze Plot and Flashback Reading: Analyze Character Traits RL.7.6 • Read paragraphs 1–17, pp. 7–9	Lesson/Activities: 1. Warm Up Grammar Read paragraphs 18–49, pp. 9–11 • Notice & Note Signpost: Tough Questions, SE/TE p. 10 video Notice & Note Signpost: Memory Moment, SE/TE p. 11 video • mesmerize, p. 10 • adaptable, p. 10	Lesson/Activities: 1. Warm up 2. Grammar quiz Collect article of the week- discuss Reading: Analyze Plot and Flashback RL.7.3 Reading: Analyze Character Traits - traits handout discussion RL.7.6 Writing: Diary Entry W.7.3

	- Get Ready, pp. 4–6 Expand Your Vocabulary p. 6 - disquiet - prickly - mesmerize - adaptable grimace	Close Read Screencast: Modeled Discussion and Activity, p. 8 - disquiet, p. 7 - prickly, p. 8 Applying Academic Vocabulary p. 9 - abnormal perceive Quick Check: Day 1		SL.7.3
Homework: Article of the week	Homework: Article of the week	Homework: Article of the week	Homework: Article of the week	Homework:
Projected Quiz or Test: Grammar Unit 1 Quiz Friday	Projected Quiz or Test: Grammar Unit 1 Quiz Friday	Projected Quiz or Test: Grammar Unit 1 Quiz Friday	Projected Quiz or Test: Grammar Unit 1 Quiz Friday	Projected Quiz or Test:
Collins Writing:	Collins Writing: Type 3	Collins Writing:	Collins Writing: diary	Collins Writing:
Special Notes:	Special Notes:	Special Notes:	Special Notes:	Special Notes:

Honors 11 Period 8

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Monday, 9/23	Tuesday, 9/24	Wednesday, 9/25	Thursday, 9/26	Friday, 9/27
Assignment(s) Due Today: Questions for Act 2	Assignment(s) Due Today: Ophelia writing	Assignment(s) Due Today: Ophelia writing	Assignment(s) Due Today: Ophelia writing	Assignment(s) Due Today: Ophelia writing
Essential Question(s): How does Hamlet's apparent madness play into larger themes?	Essential Question(s): What does Hamlet's soliloquy reveal about his state of mind? How does the theme of existence and mortality manifest in this scene? In what ways do Hamlet's relationships with other characters evolve in this scene?	Essential Question(s): Why is Hamlet's decision not to kill Claudius in this moment significant? How does this scene contribute to the development of the play's central themes, such as action and inaction? In what ways does this scene foreshadow future events in the play?	Essential Question(s): Why is Hamlet's decision not to kill Claudius in this moment significant? How does this scene contribute to the development of the play's central themes, such as action and inaction? In what ways does this scene foreshadow future events in the play?	Essential Question(s): What does Hamlet's confrontation with Gertrude reveal about his character and motivations?
Lesson/Activities: 1. Warm up- SAT. 2. Analyze Hamlet's 2nd soliloquy 3. movie	Lesson/Activities: 1. Warm up- parallel structure 2. Act 3, Sc. 1 read together Group Activity (15 minutes) Small Groups: Divide the class into small groups and assign each	Lesson/Activities: 1. Warm up Introduce the idea of the play-within-a-play as a reflection of reality. Reading the Scene (20 minutes)	Lesson/Activities: 1. Warm up Introduction (10 minutes) - Briefly recap previous scenes to set the context. - Introduce the scene: King	Lesson/Activities: 1. Warm up 2. Introduce Act 3, Scene 4, highlighting its significance as a turning point in the play. Reading the Scene (20 minutes):

	a theme (existence, madness, love, betrayal). Each group will discuss their theme as it relates to the scene and prepare to share their insights with the class. Encourage them to use quotes from the text to support their points.	● Activity: Divide students into small groups and assign them different sections of Act 3, Scene 2 to read aloud. ● Encourage students to focus on tone, emotion, and delivery. ● After reading, regroup and discuss initial reactions. 3. Discussion (20 minutes) Use guiding questions to facilitate discussion: What is Hamlet's intention behind the play-within-a-play? How does this scene highlight the theme of appearance vs. reality? What are the implications of Claudius's reaction to the play? How does Gertrude's character come across in this scene?	Claudius's soliloquy about guilt and his plan to pray for forgiveness. 2. Reading the Scene (15 minutes) ● Read Act 3, Scene 3 aloud as a class. Assign roles for students to act out key parts or play a video performance. ● Pause for clarification on difficult language and phrases. 3. Group Discussion (20 minutes) Break students into small groups. Distribute the following essential questions for discussion: What does Claudius's soliloquy reveal about his character and his internal conflict? How does the theme of guilt manifest in this scene, and how does it relate to the overall play? Why is Hamlet's decision not to kill Claudius in this moment significant? How does this scene contribute to the development of the	● Read Act 3, Scene 4 aloud as a class. Assign roles to students for Hamlet, Gertrude, and Polonius (if desired). ● Encourage students to pay attention to the emotional dynamics between characters. Group Discussion (15 minutes): ● Divide the class into small groups. Assign each group one of the essential questions to discuss. ● Encourage students to cite specific lines from the text to support their ideas. Class Share (15 minutes): Reconvene as a class. Have each group present their insights.
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			play's central themes, such as action and inaction? In what ways does this scene foreshadow future events in the play? 4. Group Presentations (10 minutes) • Have each group summarize their discussion points and share insights with the class. • Encourage students to ask questions or add to each other's points.	Facilitate a discussion that allows students to build on each other's ideas. Analysis Activity (10 minutes): Ask students to select a passage from the scene and analyze the language and imagery used. What emotions do they evoke? How do they contribute to the overall themes of the play?
Homework:	Homework: Discuss the significance of Ophelia's character in this scene. How does her perspective add depth to the themes of madness and betrayal?	Homework: Act 3 vocab	Homework: Act 3 vocab	Homework:
Projected Quiz or Test:	Projected Quiz or Test:	Projected Quiz or Test:	Projected Quiz or Test:	Projected Quiz or Test:
Collins Writing:	Collins Writing:	Collins Writing:	Collins Writing:	Collins Writing:

Special Notes:	Special Notes:	Special Notes:	Special Notes:	Special Notes: