

WEEKLY PLANNER

GREENVILLE SENIOR HIGH ACADEMY OF LAW, FINANCE, AND BUSINESS

Teacher's Name: Ms. Anderson

Unit Topic: The Canterbury Tales

Subject: English 4 CP

Standard(s) with Synopsis:

RL 1: Cite textual evidence to support analysis of what the text says explicitly.

RL 3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story.

RL 4: Analyze the impact of specific word choices on tone.

RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative meanings.

RL 10: Read and comprehend literature.

Dates: January 20

MONDAY 1/19	TUESDAY 1/20	WEDNESDAY 1/21	THURSDAY 1/22	FRIDAY 1/23
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LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
	<p>*The student will be able to identify the central ideas of assigned readings.</p> <p>*The student will be able to determine how Chaucer's style of writing affects the plot and message of literature.</p> <p>*The student will interpret how Chaucer uses figures of speech to convey his message.</p>	<p>*The student will be able to identify the central ideas of assigned readings.</p> <p>*The student will be able to determine how Chaucer's style of writing affects the plot and message of literature.</p> <p>*The student will interpret how Chaucer uses figures of speech to convey his message.</p>	<p>*The student will be able to identify the central ideas of assigned readings.</p> <p>*The student will be able to determine how Chaucer's style of writing affects the plot and message of literature.</p> <p>*The student will interpret how Chaucer uses figures of speech to convey his message.</p>	<p>*The student will be able to identify the central ideas of assigned readings.</p> <p>*The student will be able to determine how Chaucer's style of writing affects the plot and message of literature.</p> <p>*The student will interpret how Chaucer uses figures of speech to convey his message.</p>

ACTIVATING STRATEGY (30)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)	ACTIVATING STRATEGY (10)
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	WEBQUEST (10)	FAIRY TALE(10)	LEGEND (10)	QUEST (10)
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INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY	INSTRUCTIONAL DELIVERY
<p><i>The Wife of Bath's Tale</i> Text (Prologue): (25) WRITING PROMPT WEBQUEST Text (15): Webquest directions Task (20): Groups and goals Talk (15): what is the purpose of the journey? Ticket out: ½ of webquest</p>	<p><i>The Wife of Bath's Tale</i> Text (15): WEBQUEST Activity (15):WEBQUEST Text (The Prologue): Identify characters Task (40): Character chart Talk (5): Why was the Wife of Bath an extraordinary character? Ticket out (5): Storyboard</p>	<p><i>The Wife of Bath's Tale</i> Text (15): Groups Activity (15): Reader, Reporter, Announcer Task (40): (2) Senior assembly (3) Reader, Reporter, Announcer Talk (5): What is justice? How to paraphrase Ticket out (5): What is justice -- reflection.</p>	<p><i>The Wife of Bath's Tale</i> Text (15): Groups & Trials Task (40): (2) Reader, Reporter, Announcer (3) Read aloud, "Wife of Bath" Talk (5): What is justice? Let's talk about ethics. What is justice & who is qualified to decide?</p>	<p><i>The Wife of Bath's Tale</i> Text (15):What is justice? Activity (15): Groups & Trials Task (40): (2) Reader, Reporter, Announcer (3) Read aloud, "Wife of Bath" Talk (5): What is justice? Ticket out (5):What is justice -- reflection. Start Project</p>

Text (25): The text supports students understanding of the content and allows them to complete the task and talk. Text exists in varied forms (print, visual, audio, multimodal, etc.) This is the vehicle for thinking.

Task (30): The task involves student understanding from the text. Students are applying and performing tasks based on their knowledge and interpretation of the text.

Talk (25): The talk concludes the lesson with a summarizing strategy. This strategy allows students to share or express feedback involved in their learning with the text and task.

ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input checked="" type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other: