

THE ODYSSEY: PART ONE ESSAY + PREDICTION ACTIVITY

Teacher Candidate:	Emily Freer
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Lesson topic/ Subject:	The Odyssey
Course name and grade:	Grade 9 ELA
Class period length/ duration:	80 minutes
PA CC Standards (all that are appropriate):	<p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p> <p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. C.E.1.1.3 C.E.1.1.5</p>

<p>Student Learning Outcomes/ Objectives: TSWBAT (use Bloom verbs)</p>	<ul style="list-style-type: none"> • Students will analyze their own choice of question and respond • Students will formulate their own modern-day examples of characters from the Odyssey
<p>Key terms, concepts, vocabulary for the lesson:</p>	<ul style="list-style-type: none"> - Greek Mythology - “The Odyssey” - History - Characters - Terms

<p>Overview of lesson/ Takeaway:</p>
<p>Students will begin by the QOTD. Students will assess their knowledge of The Odyssey part one by participating in an essay. After the essay, students will make predictions on what they believe will take place in part two.</p>

Resources/ Materials:

- Assessment
- Textbook
- Any study materials

Instructional Procedures and Strategies/ Warm up/ Anticipatory Set
(Beginning) :

1. Greet and overview of the day.
2. Question of the day, think pair share.
3. Give direction and overview.

Instructional Procedures and Strategies/ Lesson (Middle) :

4. Explain the assessment.
5. Hand out assessment. After all handed out, explain questions and essay formula. Ask students to take out rubric.
6. Have students complete assessment under test guidelines: only materials out I say are allowed, no phones, no talking.
7. Prediction activity to break up block period.
8. Have students participate in an active poll for predictions of part two. Have discussion on why.

Instructional Procedures and Strategies/ Closure (End) :

9. Closing discussion.

Activity

Assessment:

Differentiation/ Accommodations/Modifications:

- Accommodations/Modifications will actively be in place based on the environment and students, and will be applied.

English Language Learner Support:

- ESL Support will actively be in place based on the environment and students, and will be applied.
- If optional materials need to be supplied, I will supply them for the student.