Common Core Lesson Planning Template

Grade Level: 10/11	**Teacher/Room**: Barnard / 421	**Course(s)/ Period(s):** 2nd, 3rd, 4th	**Week of:** 8/25/14 – 8/29/14

Vocabulary: Chapters 11-15 dilapidated, fraternize, spite, suppress, jeer, compliance, peculiar, scrutinize, prohibit, tact, wither, allegiance, manifesto, ingenuity, disheveled, beckon, dwindle, resolute, proselytize, tyrant, prosperity **Chapters 16-20** allegiance, manifesto, ingenuity, disheveled beckon, dwindle, resolute, proselytize, tyrant, prosperity

Instructional Strategies Used: Group Read Aloud, Small Group, Independent, Pair and Share, Discussion,

Literature Piece: Divergent By: Veronica Roth (Novel Study)

Day 1	Day 2	Day 3	Day 4	Day 5
Common Core Standard(s):				
RL. 9-10.1; 11-12.1 RL. 9-10.2; 11-12.2 RL. 9-10.3; 11-12.3 RL. 9-10.4; 11-12.4 RL.9-10.5; 11-12.5 RL. 9-10.10; 11-12.10	W. 9-10.1; 11-12.1 W. 9-10.2; 11-12.2 W. 9-10.4; 11-12.4 W. 9-10.5; 11-12.5 W. 9-10.9; 11-12.9	W. 9-10.10; 11-12.10	SL. 9-10.1; 11-12.1 SL. 9-10.6; 11-12.1 L. 9-10.1; 11-12.1 L. 9-10.2; 11-12.2 L. 9-10.3; 11-12.3 L. 9-10.4; 11-12.4 L. 9-10.5; 1-12.5	L. 9-10.6; 11-12.6
Teacher Guided Read Aloud: Bruiser by: Neal Shusterman	**Teacher Guided Read Aloud:** Bruiser by: Neal Shusterman	**Teacher Guided Read Aloud:** Bruiser by: Neal Shusterman	**Teacher Guided Read Aloud:** Bruiser by: Neal Shusterman	**Teacher Guided Read Aloud:** Bruiser by: Neal Shusterman
Essential Question: Why do we summarize text?	**Essential Question:** What is the purpose of Apptitude Testing? (Compare the Faction Aptitude Test to Aptitude Testing today)	**Essential Question:** How are the Main Characters of Divergent developed?	**Essential Question:** Parallel structures – The Maze Runner, Hunger Games, Uglies – What are the aligned themes of character survival in these books?	**Mini Lesson:** MLA referencing a book _____ **Lesson:** Students will work in the computer lab. Students will complete a one page writing on one of the main characters. Response will be labeled with name, number, block, date in right hand margin. One page, double spaced response. Works Cited will use MLA format. **Resource/Materials:** Bruiser Lab Character Analysis
Vocabulary: SW work on vocabulary in context for Chapters 11-15 _____ **Mini Lesson:** Using summarization to review Chapters 1-10 _____ **Activating Strategies:** www.youtube.com **The Brady Bunch Theme Song** _____ **Lesson** Students will work together to create a theme songs for their assigned chapter of Divergent. Song should	**Vocabulary:** SW work on vocabulary in context for Chapters 11-15 _____ **Mini Lesson:** Factions Aptitude Sample _____ **Activating Strategies:** TW ask students, "If given a choice, would you remain in your family's faction or choose another. _____ **Lesson:** Design an Aptitude Test _____ **Resource/Materials:**	**Vocabulary:** SW work on vocabulary in context for Chapters 11-15 _____ **Mini Lesson:** Round Character & Flat Character _____ **Activating Strategies:** Students will give a one word synopsis of each main character. (Chart on board) _____ **Lesson:** SW complete Chapter 11-15	**Vocabulary:** SW work on vocabulary in context for Chapters 16-20 _____ **Mini Lesson:** Discuss the parallel themes of books on human survival in a world that desires a utopia existence. (Standard – compare parallel themes) _____ **Activating Strategies:** Introduce Chapters 16 - 20 _____ **Lesson:** SW work on Vocabulary and Comprehension questions for	

summarize the main facts that are covered in the chapter. **Differentiation:** Poem, Graphic Organizer, Writing Begin Chapters 11-15 Independent Read Read Aloud Chapter 11 SW work on Comprehension and Vocabulary for Chapter 11 ***A read aloud group will be led by Coach Tippens. Aid will also be provided for class activities.** _____ **Resource/Materials:** Divergent Bruiser Syllabus	*Divergent* *Bruiser*	***A read aloud group will be led by Coach Tippens. Aid will also be provided for class activities.** _____ **Resource/Materials:** Divergent Bruiser Faction Chart	Chapters 16-20 Begin Faction Organizers ***A read aloud group will be led by Coach Tippens. Aid will also be provided for class activities.** _____ **Resource/Materials:** Bruiser Divergent Ch. 16-20 Comp Questions Vocabulary Ch. 16-20	
Differentiation: ***Content/Process/Product:*** **Student choice on Product** ***Grouping Strategy:*** *Whole Group* Independent, Small Group Projects	**Differentiation:** ***Content/Process/Product:*** Partner	**Differentiation:** ***Content/Process/Product:*** ***Grouping Strategy: Small Group*** • Process – Students will create a Sixth Faction using a variety of methods.	**Differentiation:** ***Content/Process/Product:*** ***Grouping Strategy: Individual*** • Product – Open Ended Questions	**Differentiation:** ***Content/Process/Product:*** ***Grouping Strategy: Individual*** • Technology
Assessment : ***Formative:*** Students progress with *Divergent* ***Summative:*** Summarization of main points of Chapters 3-10	**Assessment :** ***Formative:*** Prior Knowledge of Divergent ***Summative:*** None at this time	**Assessment :** ***Formative:*** Ongoing knowledge of vocabulary and comprehension ***Summative:*** No formal assessment at this time	**Assessment :** ***Formative:*** Ongoing knowledge of vocabulary and comprehension ***Summative:*** No formal assessment at this time	**Assessment :** ***Formative:*** Prior knowledge of MLA ***Summative:*** Written Journal response

Homework: daily work if not completed in class	**Homework:** daily work if not completed in class	**Homework:** daily work if not completed in class	**Homework:** daily work if not completed in class	**Homework:** have a great weekend

Resources and Reflective Notes: