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| **Student Teacher:** Sheryl Smith | **Date:** 2/21/13 |
| **Grade:** 11 | **Period**: 5th  | **Supervisor:** Mr. Giovanis |

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| **PRELIMINARY PLANNING** |

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| **PA Standards:** 11.A.1.3.1: Make inferences and/or draw conclusions based on information from text.11.A.1.5.1: Summarize the key details and events of a fictional text as a whole.  |
| **Pre-assessment:** Students have begun to read "The Masque of the Red Death" as a class.  |
| **Objectives:** Students will demonstrate an understanding of the main themes and the use of symbolism in "The Masque of the Red Death" by participating in class discussion and engaging in group work.Essential Questions:1. How does the symbolism used in "The Masque of the Red Death" enhance the message that the story conveys?  |
| **Individual Modifications:** N/A |
| **Materials:** Mask cut-outs, markers, pipe cleaners, sting, glue sticks, etc. for mask making |

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| **LEARNING SEQUENCE**Time: 10 minutes  |

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| **INTO****Introduction/Motivation/Focus Attention** |

1. Have students complete a warm-up: Sometimes characters are named in a way that describes their characteristics -- how do you think Prince Prospero's name describes who he is? Do you get an idea of who he is before you even begin to read the story?

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| Time: 35 minutes |

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| **THROUGH****Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)** |

1. Finish reading the story as a class, once again breaking after each paragraph for discussion on vocabulary and questions. Encourage students to keep taking notes on post-its concerning any confusion that they have.

2. After students finish reading, discuss the importance of "masks." Have each student design his/her own mask that must represent something about them.

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| Time: 5 minutes |

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| **BEYOND****Closure (Review, Check for Understanding, Summarize, Future Forecast, Transition)** |

Discuss as a class: How can outward elements such as a name or a physical feature help the audience to better understand the main theme within the story?

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| **POST INSTRUCTIONAL PLANNING** |

What worked? What didn’t work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?