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| **Student Teacher:** Sheryl Smith | | **Date:** 2/15/12 | |
| **Grade:** 11 | **Period**: 5 | | **Supervisor:** Mr. Giovanis |

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| **PRELIMINARY PLANNING** |

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| **PA Standards:**  11.A.1.1.1: Identify and/or apply meaning of multiple-meaning words used in text.  11.A.2.6.2: Explain, describe, and/or analyze examples of text that support the author’s intended purpose. |
| **Pre-assessment:**  Students have read all of Poe's poetry thus far. |
| **Objectives:**  Students will demonstrate an understanding of the vocabulary words found within the Raven by completing an activity with peers and by presenting to the class.  EQ:  1. How does Poe's vocabulary contribute to the overall meaning of the story? |
| **Individual Modifications:**  N/A |
| **Materials:**  Textbook, worksheet, extra paper, dictionary |

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| **LEARNING SEQUENCE**  Time: 15 minutes |

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

1. Write your own mystery story. It can be brief, only fives lines or so.

2. Discuss how does the idea of "mystery" translate into horror today. What are the similiarties and differences to today's language?

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| Time: 25 minutes |

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

1. Go over any questions/work from the previous day on "The Bells."

2. Give a brief introduction to "The Raven." Preview what the story is about, why Poe choose to use a raven as a symbol versus another bird or animal, who is Lenore? What reoccuring themes do we think that we might see?

2. Make sure everybody has a partner (or can be alone if numbers work out properly). Then assign the ten vocabulary words for "The Raven" to the groupings.

3. Model for each student what is expected - a definition, the word being used in a sentence, and a picture. Explain the picture concept (SOMETHING TO HELP YOU REMEMBER). Optional: If they have any riddle or other type of memory device that may help with the definition. Tell students they have about 10 minutes to do this assignment and then will be expected to share.

4. Have students one by one share their word, definition, and picture. Make sure other students copy it down correctly.

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| Time: 5 minutes |

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

Prepare students for listening to The Raven reading tomorrow.

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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?