

Glynn County Daily Lesson Plan for MS HS Instruction

Teacher : P. Browning	
Course/ Subject: AP Language	
Date of Instruction: 12.3.20	
<p>Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10</p>	<p>Standard/s: RL-1: Cite strong textual evidence to support analysis RL-2: Determine two or more themes RL-3: Analyze the impact of an author’s choices RL-4: Determine the words or phrases as they are used in a text RL-9: Demonstrate knowledge of 19th century literature</p>
	<p>Learning Target: I can cite textual evidence to support my analysis. I can analyze how setting impacts theme. I can infer what is not explicitly stated. I can assess characters based on indirect characterization.</p>
	<p>Success Criteria: I know that I have learned it when I can:</p> <ul style="list-style-type: none"> • Analyze the significance of the date on Gatsby’s guest book (symbolism) • Analyze the descriptions of Gatsby’s guests (the epithets between names) and the picture of American they create (theme) • Examine the symbol of Gatsby’s car • Assess Gatsby’s story about himself for validity • Identify Gatsby’s two pieces of evidence to support his story • Deconstruct Gatsby’s exchange with the police officer (characterization) • Analyze the “traffic” that passes by Gatsby (foreshadowing, irony, & theme) • Assess Meyer Wolfsheim’s character, considering his story, his opinion of Gatsby, his cufflinks (symbolism), and Gatsby’s explanation of who he is • Note who Gatsby and Nick run into while leaving and Gatsby’s reaction (foreshadowing) • Identify the switch in narration: we are now hearing a story from Jordan Baker through Nick’s point of view (author’s purpose) • Analyze Daisy’s feelings for the soldier from Camp Taylor (indirect characterization & inference) • Interpret and evaluate why Daisy marries Tom • Analyze the importance of the pearl necklace (symbolism) • Determine the significance of the wreck (motif) • Assess the meaning of the green light (symbolism) • Note why Gatsby has been throwing parties and what his request of Nick is
	<p>Introduction/Connection:</p>
	<p>DIRECT INSTRUCTION: Discussion of chapter 3 reading.</p>

<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8,10</p>	<p>GUIDED PRACTICE:</p> <p>Review the success criteria.</p>
	<p>INDEPENDENT/COLLABORATIVE PRACTICE/DIFFERENTIATION:</p> <p>Students will read chapter 4 and annotate.</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding .</p> <p>TKES : 1,2,3, 4,5,6,7,8</p>	<p>SUMMARIZE/CHECK FOR UNDERSTANDING:</p>