



	Teacher: Brian Hennig	Grade/Subject: 11 AP English III	Week of: December 5 – 9, 2016		
	Lesson/ Unit of Study: Narrative Writing				
	Weekly Objectives: <ul style="list-style-type: none"> To peer edit narrative writing To Understand the nature and purpose of description To recognize the importance of vivid word choice in descriptive writing To share written work 				
	Monday 12/5 A Day	Tuesday 12/6 B Day	Wednesday 12/7 A Day	Thursday 12/8 B Day	Friday 12/9 A Day
Due	Narrative Writing	Narrative Writing			Final Draft of Narrative
Lesson Objective (LO)	SWBAT critique two classmates' narrative writing for mechanics, spelling, and grammar.	SWBAT critique two classmates' narrative writing for mechanics, spelling, and grammar.	SWBAT recognize the importance of vivid word choice in descriptive writing	SWBAT recognize the importance of vivid word choice in descriptive writing	SWBAT conduct a Writer's Roundtable.
Demonstration of Learning (DOL)	Students will critique two classmates' narrative writing for mechanics, spelling, and grammar by completing two peer editing sheets with 100% accuracy.	Students will critique two classmates' narrative writing for mechanics, spelling, and grammar by completing two peer editing sheets with 100% accuracy.	Given an excerpt from <i>The Great Gatsby</i> , students will recognize the importance of vivid word choice in descriptive writing by correctly identifying 5 out of 5 examples in the text with 100% accuracy.	Given an excerpt from <i>The Great Gatsby</i> , students will recognize the importance of vivid word choice in descriptive writing by correctly identifying 5 out of 5 examples in the text with 100% accuracy.	Students will conduct a Writer's Roundtable by sharing their writing and offering constructive criticism to classmates on their writing, after which, they will respond to 10 out of 10 questions on a survey with 100% accuracy.
SmartStart	What has been the biggest challenge in completing the narrative writing assignment? Explain.	What has been the biggest challenge in completing the narrative writing assignment? Explain.	Why is it important to use vivid word choice in descriptive writing?	Why is it important to use vivid word choice in descriptive writing?	Why is it important to share our writing and to get input from our peers?
Taught Curriculum	<p>Students will peer edit two classmates' narrative writing.</p> <p>Papers will be checked for content, mechanics, spelling, and grammar as detailed on the peer editing checklist.</p> <p>Once students have reviewed two narratives, they may begin drafting their final paper.</p>	<p>Students will peer edit two classmates' narrative writing.</p> <p>Papers will be checked for content, mechanics, spelling, and grammar as detailed on the peer editing checklist.</p> <p>Once students have reviewed two narratives, they may begin drafting their final paper.</p>	<p>Activity 1: Art Analysis Project an image of Edvard Munch's impressionist painting <i>The Scream</i>.</p> <ul style="list-style-type: none"> Students will examine the work and write descriptions of what they see. Then students will share details about what they saw in the painting that could be included in an essay. <p>In 2012 one version of the painting sold for almost \$120 million.</p> <ul style="list-style-type: none"> What feelings does this image convey? <p>Project an image of Henri Matisse's painting <i>Woman Reading</i>.</p> <ul style="list-style-type: none"> Describe what you see, including feelings conveyed by the picture. 	<p>Activity 1: Art Analysis Project an image of Edvard Munch's impressionist painting <i>The Scream</i>.</p> <ul style="list-style-type: none"> Students will examine the work and write descriptions of what they see. Then students will share details about what they saw in the painting that could be included in an essay. <p>In 2012 one version of the painting sold for almost \$120 million.</p> <ul style="list-style-type: none"> What feelings does this image convey? <p>Project an image of Henri Matisse's painting <i>Woman Reading</i>.</p> <ul style="list-style-type: none"> Describe what you see, including feelings conveyed by the picture. 	<p>Activity 1: Writer's Roundtable Students will take turns sharing their writing with the class. As students are sharing the rest of the class will listen and make notes on:</p> <ul style="list-style-type: none"> The introduction: Did it hook your attention? The body of the story: Do the events flow smoothly? Are descriptions vivid and appealing to the senses? Is the use of dialog effective? The Conclusion: Is it effective? Does it give the paper a "finished" feel? <p>Activity 2: DOL Survey Students will complete the 10 question writer's survey.</p>



			<p>Descriptions use images and sometimes figures of speech to enable readers to feel as if they are actually experiencing the thing being described. Choices of vivid diction are extremely important. As a color, red is vague; blood-red is more specific, as is scarlet. A person does not just run; rather he or she bolts or careens.</p> <p>Activity 2: Description: Considerations About Syntax</p> <ul style="list-style-type: none"> •Distribute handout 22 •In table groups, students will complete the activity by rewriting the topic statements using more vivid word choice, <p>Activity 3: A Description from Charles Dickens</p> <p>Descriptive passages appear in all kinds of writing, both fiction and non-fiction.</p> <ul style="list-style-type: none"> •With a partner: Read the passage from <i>Great Expectations</i>. •Underline words and phrases that you find effective in immersing you in the experience. •Then answer the questions that follow. <p>Activity 4: (DOL) A Description from F. Scott Fitzgerald</p> <ul style="list-style-type: none"> •Read the passage from <i>The Great Gatsby</i>. •Underline words and phrases that you find effective in immersing you in the experience. •Then answer the questions that follow. 	<p>Descriptions use images and sometimes figures of speech to enable readers to feel as if they are actually experiencing the thing being described. Choices of vivid diction are extremely important. As a color, red is vague; blood-red is more specific, as is scarlet. A person does not just run; rather he or she bolts or careens.</p> <p>Activity 2: Description: Considerations About Syntax</p> <ul style="list-style-type: none"> •Distribute handout 22 •In table groups, students will complete the activity by rewriting the topic statements using more vivid word choice, <p>Activity 3: A Description from Charles Dickens</p> <p>Descriptive passages appear in all kinds of writing, both fiction and non-fiction.</p> <ul style="list-style-type: none"> •With a partner: Read the passage from <i>Great Expectations</i>. •Underline words and phrases that you find effective in immersing you in the experience. •Then answer the questions that follow. <p>Activity 4: (DOL) A Description from F. Scott Fitzgerald</p> <ul style="list-style-type: none"> •Read the passage from <i>The Great Gatsby</i>. •Underline words and phrases that you find effective in immersing you in the experience. •Then answer the questions that follow. 	
Homework	Narrative Final Draft	Narrative Final Draft	Narrative Final Draft	Narrative Final Draft	Study for ACP
Multiple Response Strategies	Table talk, think pair share	Table talk, think pair share	Table Talk, Shoulder partner	Table Talk, Shoulder partner	Table Talk, Shoulder partner
Instructional Resources	Peer editing worksheet	Peer editing worksheet	Handouts 22. 23. 24	Handouts 22. 23. 24	Survey