

Week: 1

Monday	Tuesday	Wednesday	Thursday	Friday
Topic:	Topic:	Topic: George Eliot and novel introduction	Topic: <i>Silas Marner</i> introduction	Topic: Vocabulary Tests
Objective:	Objective:	Objective: Students will understand the importance of the novel to lower class people and the need for a writer like George Eliot.	Objective: Students will receive materials for <i>Silas Marner</i> and receive background information on the text.	Objective:
Activities:	Activities:	Activities: Students will read aloud and highlight important information about novels and George Eliot.	Activities: Students will finish reading packet on the novel. They will then receive the following: textbook, vocabulary sheet, questions packet, project packet, reading schedule.	Activities:
Materials:	Materials:	Materials: - "Novel" Packet - Highlighter	Materials: - "Novel" packet - Textbooks - Vocabulary sheet - Questions packet - Project packet - Reading schedule	Materials"
Assignments:	Assignments:	Assignments: Reread highlighted information	Assignments: Students should read chapters 1-2 and complete review packet for Monday.	Assignments:

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: January 23-24, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.2.10.C: Distinguish between essential and nonessential information across a variety of texts and sources from all academic content areas, identifying bias or propaganda where present.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pre-assessment:

Ask students questions about the previous day's reading to make sure they are clear about the literary terms.

Objectives:

1. Students will be able to explain who George Eliot is and the reasoning behind her need for a pseudonym.
2. Students will understand the background knowledge of *Silas Marner* and be able to convey through speaking with 90% accuracy.

Individual Modifications:

Period 8 will need different pseudonyms because they already looked at them.

Materials:

"Novel" packet, highlighters, *Silas Marner* textbook, George Eliot bulletin board, project handout

LEARNING SEQUENCE

Into:

Students will answer questions about the previous day's reading, hitting specifically on the terms and definitions presented in the reading.

Est. Time: 5 minutes

Through:

Students will read aloud and highlight important information about George Eliot and *Silas Marner*. Background information will be given on Eliot's life as it pertains to the reading. Students will then discuss *Silas Marner*. Students will finally play a game with popular pseudonyms

Est. Time: 15 minutes

Beyond:

Students will receive their *Silas Marner* textbook and their reading assignments. They will also be introduced to the projects they will complete during the reading of this novel.

Est. Time: 10 minutes

POST INSTRUCTIONAL PLANNING

- Answer any questions students may have about project
- Make sure the famous names of celebrities are hidden for the next class

Week: 2

Monday	Tuesday	Wednesday	Thursday	Friday
Topic:	Topic: Chapters 1-2 / Exposition	Topic: Chapters 3-4	Topic: Chapters 1-4	Topic: Vocabulary Test
Objective:	Objective: Students will understand the exposition and key characters of the novel.	Objective: Students will work in small groups to effectively answer the questions in the packet and present their answers	Objective: Students will discuss anything that was no clear to them regarding the text of the novel.	Objective:
Activities:	Activities: Chapters 1-2 quiz; Discussion of: Silas Marner, William Dane, Raveloe, Lantern Yard, and England in the 1880s	Activities: Go over 1-2 quiz answers, take 3-4 quiz. Students will then break into groups to go over chapter 3-4 questions.	Activities: Classroom discussion to clear up anything unknown.	Activities:
Materials:	Materials: - Quizzes - Question packet -Chalkboard -Chalk	Materials: -1-2 quiz -3-4 quiz -Question packet -Textbook	Materials: -3-4 quiz -Question packet -Textbook	Materials”
Assignments:	Assignments: Read chapters 3-4 and complete review packet.	Assignments: Reread chapters or supplemental material to fully grasp exposition.	Assignments: Read chapters 5-7 and answer question packet.	Assignments:

Week: 2

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: January 29-30, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: Students will have read chapters 1-2 of *Silas Marner* and read the background information on the novel.

Objectives:

1. Students will be able to effectively summarize the first two chapters of *Silas Marner* with 95% accuracy.
2. Students will be able to give accurate definitions for all of their vocabulary words.

Materials: *Silas Marner* textbook, class discussion sheet

LEARNING SEQUENCE

Into: Quiz on *Silas Marner* to check for reading. For smaller classes, perhaps moving students into a circle?

Est. Time: 5 minutes

Through:

Classroom Discussion for *Silas Marner* using the pre-established notes and other questions (see attached notes).

Students will be reminded of the terms: "exposition", "setting", and "characterization."

Show a few examples of pictures of important things that the students could find confusing (i.e. loom)

Est. Time: 25 minutes

Beyond:

Review questions for the next chapter.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

-Answer any questions about reading or projects

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: January 30-31, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: A six question quiz will be given to determine how many of the students have read and how much they have retained from chapters 1-4. We will then check the answers.

Objectives:

1. Students will be able to work in small groups to take specific roles in the novel.
2. Students will be able to discuss the exposition of *Silas Marner* with 100% accuracy.

Individual Modifications:

Students in CP classes will be put into groups if need be, honors students will pick their groups.

Materials: *Silas Marner* textbook, notes packet, post-it notes, chalkboard

LEARNING SEQUENCE

Into: Students will be divided into groups and take the roles of the exposition: Silas Marner, William Dane, Raveloe (town and people), Lantern Yard (town and people), and 1860 London. They will write these descriptors on the board.

Est. Time: 10 minutes

Through: Students will present the qualities and characteristics of the expositional factors.

Est. Time: 10 minutes

Beyond: We will answer any unanswered questions and wrap up the chapter.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

Students will take the chapters 3-4 quiz if there is time, if not the quiz will be pushed back to Friday.

Week: 3

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Chapters 3-4	Topic: Chapters 5-7	Topic: Chapters 8-9	Topic: Chapter 10	Topic: Vocab Test
Objective: Students will understand the juxtaposition of the upper and lower classes in England.	Objective: Students will perform the scenes from chapters 5-7.	Objective: Students will discuss and understand chapters 5-9 of <i>Silas Marner</i> .	Objective: Students will discuss chapter 10 of <i>Silas Marner</i> .	Objective: Students will understand the events of <i>Silas Marner</i> with 95% accuracy.
Activities: Students will work together to answer packet questions.	Activities: Students will take the quiz on chapters 5-7 and they will then perform improv performances on their assigned chapter.	Activities: Students will form a literature circle and discuss the chapter with facilitation from the teacher.	Activities: Students will continue discussing what happens during <i>Silas Marner</i> and construct a list of questions to answer.	Activities: -Wishbone episode -PowerPoint presentation -Small group presentations
Materials: -Review packet - <i>Silas Marner</i> textbook	Materials: - <i>Silas Marner</i> textbooks -Props bin -Improv cards -Group slips	Materials: - <i>Silas Marner</i> textbook -Review questions packet	Materials: - <i>Silas Marner</i> textbook -Review packet questions	Materials: -Wishbone episode -PowerPoint - <i>Silas Marner</i>
Assignments: Reread chapters 5-7 to understand for tomorrow's activity.	Assignments: Read chapters 8-9 and complete review questions.	Assignments: Read chapter 10 and answer review questions.	Assignments: Make a list of things not understood to discuss tomorrow	Assignments: Students will read chapter 11 for Wednesday

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 4, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment:

Students will take a quiz on chapters 5-7 of *Silas Marner*.

Objectives:

1. Students will be able to discuss each of the questions on the review worksheets with 100% accuracy.
2. Students will be involved in a discussion on chapter 3-7.

Individual Modifications:

1. Honors classes will have slightly smaller groups due to numbers.

Materials:

Silas Marner textbooks, notebook paper, *Silas Marner* packet questions.

LEARNING SEQUENCE

Into: Students will take chapter 5-7 test and discuss chapter 3-4 test on *Silas Marner*. They will then start reviewing the chapters while everyone else finishes the test.

Est. Time: 10 minutes

Through: Students will divide into groups (different from short story groups) to answer 1-3 questions from the *Silas Marner* review worksheets on chapters 3-4.

Est. Time: 10 minutes

Beyond: Individual students will present their questions and respond carefully to them. Other students in the class will provide information as well.

Est. Time: 10 minutes

POST INSTRUCTIONAL PLANNING

Teacher will look over chapter 5-7 quizzes.

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 5, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment:

Students will take chapter 8-9 quiz on *Silas Marner*.

Objectives:

1. Students will be able to recreate the key scenes in chapters 5-7 using different theater techniques.
2. Students will understand Silas's motivations in chapter 7.

Individual Modifications:

Materials:

Silas Marner textbooks, notebook paper, *Silas Marner* packet questions.

LEARNING SEQUENCE

Into: Students will take chapter 8-9 quiz on *Silas Marner* and then start reading through their book to research their scene.

Est. Time: 10 minutes

Through: Students will divide into groups (different from short story groups) to recreate the scenes in chapters 5-7 where Silas discovers his money is stolen and the scene in the Rainbow

Inn (4 groups – 1 silent, 1 spoken for each group). Students can be involved in many ways, including “props” style.

Est. Time: 15 minutes

Beyond: Students will perform their skits (may continue into Wednesday)

Est. Time: 15 minutes

POST INSTRUCTIONAL PLANNING

Make sure students remember their skit if they have to move it to the next day.

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 6, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English II Honors & CP

PRELIMINARY PLANNING

PA Standards:

1.2.10.C: Distinguish between essential and nonessential information across a variety of texts and sources from all academic content areas, identifying bias or propaganda where present.

CC.1.5.9-10.A: Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Pre-assessment:

Students will take a quiz on chapter 8-9.

Objectives:

1. Students will discuss chapters 8-9.
2. Students will understand the motivations of the citizens of Raveloe.

Individual Modifications: Smaller classes, one group. Larger classes, two-three groups.

Materials: *Silas Marner* book, question packet, desks in circle, chalkboard.

LEARNING SEQUENCE

Grammar: Go over homework from yesterday (exercises 12, 13, Review A) (Students will read over pages 461-465)

Silas Marner:

Into: 1) Students will take quiz on 8-9. 2) Move seats into a circle so students can see each other.

Est. Time: 10 minutes

Through: Students and teacher will discuss the questions in order, aiming for deeper level thinking. This will mainly be spent asking questions and making sure students have a clear understanding of what happens before Eppie emerges in the story (climax).

Questions on chapter 8-9

Characters: Silas Marner, Cass family, Molly Farren, Nancy Lammeter

Symbols/Themes: Love, Community, Gentry, Family

Est. Time: 20 minutes

Beyond: Students will start answering the next set of questions.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

-Grade chapters 8-9 quizzes

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 7, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: Students will take a quiz on chapter 10.

Objectives: Students will have a clearer understanding of the happenings in chapters 8-9.

Materials: Chapter 8-9 quizzes, Chapter Review questions, *Silas Marner* textbook

LEARNING SEQUENCE

Into: Students will receive and go over chapter 8-9 quizzes.

Est. Time: 10 minutes

Through: Students will work in small groups to discuss the review questions from chapter 10 and then report back to the class.

Est. Time: 20 minutes

Beyond: Students will work together with other groups to combine answers.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 8, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: Students will have taken quizzes on chapters 1-10.

Objectives:

Students will understand the first ten chapters of *Silas Marner* with 95% accuracy.

Individual Modifications:

Materials: *Wishbone* episode, *Silas Marner* packet, *Silas Marner* part 1 powerpoint

LEARNING SEQUENCE

Into: Students will watch the first ten minutes of *Wishbone*

Est. Time: 10 minutes

Through: Students and teacher will discuss the first few chapters of the book, clearing up any questions.

Est. Time: 20 minutes

Beyond: Students will think more deeply about the overall themes of the novel

Est. Time: 10 minutes

Week 4:

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: CDT Testing	Topic: CDT Testing	Topic: Station Rotation	Topic: Station Rotation	Topic: Vocabulary Test
Objective:	Objective:	Objective: -Student will learn about gender and class roles -Students will discuss book indepth -Students will analyze character traits -Students will predict	Objective: -Student will learn about gender and class roles -Students will discuss book indepth -Students will analyze character traits -Students will predict	Objective:
Activities:	Activities:	Activities: Station Rotation	Activities: Station Rotation	Activities:
Materials:	Materials:	Materials: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board	Materials: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board	Materials”
Assignments:	Assignments:	Assignments:	Assignments:	Assignments:

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 13, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10.A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

1.3.10.C:

Analyze the use and effectiveness of **literary elements** (**characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres**.

Objectives:

- Students will learn about the gender roles during the 1860s.
- Students will gain a deeper understanding about the social construction of England.
- Students will select character traits for significant characters within the novel.
- Students will discuss the book in depth with the teacher.
- Students will make predictions about what will happen in the rest of the novel.

Individual Modifications:

Materials: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board

LEARNING SEQUENCE

Into: Students will divide into groups.

Est. Time: 5 minutes

Through: Students will go through five different stations to gain a better understanding of the novel:

Station 1: Students will create Wordle graphics of character traits for important characters in the novel.

Station 2: Students will read more about the social construction of England and place certain traits into a respective group.

Station 3: Students will discuss the book questions with the teacher in small group format.

Station 4: Students will discuss gender roles in Victorian England

Station 5: Students will make predictions on the rest of the novel.

Est. Time: Remaining time
Wednesday, All class Thursday

Beyond: Students will discuss what they learned through the projects

Est. Time:

POST INSTRUCTIONAL PLANNING

This lesson will continue until the next day of the lesson.

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 14, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10.A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

1.3.10.C:

Analyze the use and effectiveness of **literary elements** (**characterization**, setting, plot, **theme**, **point of view**, **tone**, mood, foreshadowing and **style**) used by authors in a variety of **genres**.

Objectives:

- Students will learn about the gender roles during the 1860s.
- Students will gain a deeper understanding about the social construction of England.
- Students will select character traits for significant characters within the novel.
- Students will discuss the book in depth with the teacher.
- Students will make predictions about what will happen in the rest of the novel.

Individual Modifications:

Materials: Gender Roles Packet and Worksheet; Social Construction Packet and Worksheet, Character Trait Sheets, Review Questions Packet, Prediction Board

LEARNING SEQUENCE

Into: Students will divide into groups to cover stations they did not cover yesterday.

Est. Time: 5 minutes

Through: Students will go through the three remaining, different stations to gain a better understanding of the novel:

Station 1: Students will create Wordle graphics of character traits for important characters in the novel.

Station 2: Students will read more about the social construction of England and place certain traits into a respective group.

Station 3: Students will discuss the book questions with the teacher in small group format.

Station 4: Students will discuss gender roles in Victorian England

Station 5: Students will make predictions on the rest of the novel.

Est. Time: 30 minutes

Beyond: Students will have a cool down session where they will discuss what they learned and reaffirm characteristics.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

Teacher will create the Wordle images and combine the predictions.

Week 5:

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Off – President’s Day	Topic: Chapters 12-13	Topic: Chapters 12-13 wrap up	Topic: Chapters 14-15	Topic: Vocabulary Unit 19 Test
Objective:	Objective: -Students will understand Molly’s motivations. -Students will understand why Silas wants to keep Eppie.	Objective: -Students will discuss the plot as it stands in the novel, and understand with 100% clarity.	Objective: -Students will understand and chronicle the change in Silas Marner.	Objective:
Activities:	Activities: Students and teacher will engage in a dialogue about the novel.	Activities: Teacher led classroom discussion	Activities: Students will work in small groups to discuss his changes physically, socially, emotionally, and spiritually.	Activities:
Materials:	Materials: -Silas Marner Question Packet - <i>Silas Marner</i> book	Materials: -Silas Marner question packet - <i>Silas Marner</i> book	Materials: Small groups, <i>Silas Marner</i> books, <i>Silas Marner</i> packets.	Materials
Assignments: Read chapters 12-13 looking specifically at Molly and Silas’s motivations	Assignments: Read chapters 14-15 specifically looking at questions on sheet.	Assignments: Read chapters 14-15 looking specifically at questions on packet.	Assignments: Read chapters 16-18 for a quiz on Monday.	Assignments:

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 19, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: Students will take a quiz on Chapters 12-13.

Objectives: Students will understand the motivations of Molly and Silas Marner with 100% clarity.

Individual Modifications: The honors class will have an essay quiz.

Materials: Chapters 12-13 quizzes, *Silas Marner* textbook, Question packets

LEARNING SEQUENCE

Into: Students will take *Silas Marner* chapters 12-13 quiz.

Est. Time: 10 minutes

Through: Students and teacher will have a discussion about the book, focusing on Molly Farren and her motivations as a character. The class will look at her involvement in the text, and why she wants to free herself from Godfrey. The class will also discuss (time permitting) Silas Marner and why he wants to keep Eppie.

Est. Time: 15 minutes

Beyond: Students are encouraged to look forward in the text and pick out specific examples of Molly and Silas being independent characters.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 20, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10. A: Apply appropriate strategies to analyze, interpret, and evaluate author's technique(s) in terms of both substance and style as related to supporting the intended purpose using grade level text.

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

Pre-assessment: Students will go over answers to quiz 12-13.

Objectives: Students will understand the motivations of Molly and Silas Marner with 100% clarity.

Individual Modifications: The honors class will have an essay quiz.

Materials: Chapters 12-13 quizzes, *Silas Marner* textbook, Question packets

LEARNING SEQUENCE

Into: Students will go over answers for *Silas Marner* chapters 12-13 quiz.

Est. Time: 10 minutes

Through: Students will more thoroughly discuss Silas Marner and his motivations for keeping the child. The class will also talk about the possible implications for Godfrey.

Est. Time: 15 minutes

Beyond: Students will continue to make predictions to what will happen throughout the rest of the book.

Est. Time: 5 minutes

POST INSTRUCTIONAL PLANNING

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 21, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.2.10. D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

1.3.10.C: Analyze the use and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing and style) used by authors in a variety of genres.

Pre-assessment: Students will take a quiz on chapters 14-15.

Objectives: Students will understand the transformation of Silas Marner throughout these chapters in the book.

Individual Modifications: Honors classes will have a written quiz.

Materials: *Silas Marner* textbooks, Small Groups, 14-15 quiz

LEARNING SEQUENCE

Into: Students will take quiz on chapters 14-15.

Est. Time: 10 minutes (15 for honors)

Through: Students will discuss how Silas changed physically, socially, emotionally, and spiritually in these two chapters of the book. They will work in small groups and then present.

Est. Time: 15 minutes.

Beyond: Students will present with teacher input.

Est. Time: 10 minutes.

POST INSTRUCTIONAL PLANNING

Week 6:

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Chapters 16-18	Topic: Chapters 19- conclusion	Topic: Discussion of theme/symbols	Topic: Silas Marner movie	Topic: Finishing projects
Objective: Students will discuss/understand the converging class relations in the novel.	Objective: Students will debate whether Godfrey or Silas is better for Eppie.	Objective: Students will understand the symbols and theme of the novel.	Objective:	Objective:
Activities: Talking about the book in small and large groups	Activities: Debate, discussing novel	Activities: Class wide discussion	Activities:	Activities:
Materials: Silas Marner packet, novel	Materials: Separated desks, novel packets, novel	Materials: Novel packet, novel.	Materials:	Materials”
Assignments: Finish <i>Silas Marner</i>	Assignments:	Assignments:	Assignments:	Assignments:

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 25, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

1.6.10.A: Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information or opinions.

Pre-assessment: Students will take a quiz on chapters 16-18.

Objectives: Students will discuss how the lives of the characters are combining and how the novel is coming to a close.

Individual Modifications:

Materials: Silas Marner question packet, Youtube Clip

LEARNING SEQUENCE

Into: Students will take a writing based assessment of the chapters.

Est. Time: 10-15 minutes

Through: Students will discuss the book with the teacher, focusing on the combining of the lives of the characters in the text. Questions will follow the review packet.

Est. Time: 10 minutes

Beyond: Students will watch the 1985 adaptation of *Silas Marner*.

Est. Time: 10-15 minutes

POST INSTRUCTIONAL PLANNING

LESSON PLAN

Topic: George Eliot / *Silas Marner* Introduction

Date: February 26-27, 2013

Teacher: Miss Diem /// Miss Smullen

Grade Level: 10th CP & Honors

Course: English 10

PRELIMINARY PLANNING

PA Standards:

1.1.10.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of literary works through strategies such as comparing and contrasting text elements, assessing validity of text based upon content, and evaluating author's strategies.

1.2.10.D: Analyze inferences and draw conclusions, citing textual support, based on an author's explicit assumptions and beliefs about a subject.

1.6.10.A: Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information or opinions.

Objectives: Students will understand the ending of the novel and put into context why we read it.

Materials: *Silas Marner* question packet

LEARNING SEQUENCE

Into: Student with the best response to the quiz will read his/her answer and we will discuss the prompt.

Est. Time: 10 minutes

Through: Students will divide into two teams and debate who Eppie should live with – Godfrey or Silas. Students will have ten minutes to prepare the debate and then they will have said debate for about ten minutes.

Est. Time: 20 minutes

Beyond: The rest of the class will be spent talking about the book and trying to wrap up loose ends of the book.

Est. Time: 5-10 minutes

POST INSTRUCTIONAL PLANNING

Week 7:

Monday	Tuesday	Wednesday	Thursday	Friday
Topic: Student presentations	Topic: Student presentations	Topic: Student presentations	Topic: Student assessment	Topic: Student presentations
Objective:	Objective:	Objective:	Objective:	Objective:
Activities:	Activities:	Activities:	Activities:	Activities:
Materials:	Materials:	Materials:	Materials:	Materials”
Assignments:	Assignments:	Assignments:	Assignments:	Assignments: