LESSON PLAN day one

PLANNING

Date: Day ONE of unit
Class and Grade Level: English 12

Title/Subject of Lesson: Introduction to Sense and Sensibility

Objective(s):
- Students will be able to effectively activate prior knowledge about definitions and opinions that relate to the themes within the novel.
- Students will be able to convey their opinions about important themes in the novel.
- Students will be able to articulate their perceived and the real definition of “sense” and “sensibility.”
- Students will be able to understand the relationship between actions and reactions for decisions.

State (or District) Core Curriculum Standard(s):
- Standard 1: Objective 2 (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents). A: Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.
- Standard 1: Objective 3 (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms. A: Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting). C: Analyze themes in literature and how they represent or comment on humanity or life in general.

Concept(s) to Be Taught:
- Definition construction
- Critical thinking about important topics
- How to be conscious about themes

Materials Needed:
- Student handout
- Excerpt of Chapter 3, Pages 15-18
- Dry erase board and markers

Strategies to Be Used:
- Making predictions
- Activating prior knowledge
- Discussing
- Defining

PERFORMING

Announcements: None

Continuation from Previous Lesson: None—beginning a new unit.

Lesson Presentation:

A) Getting Started:
Anticipation Guide:
1. Have the students fold their handout to cover the “Consider” and “Personal: A or D,” and “Group: A or D” columns. Allow the students about ten minutes to write what they feel about each question, then unfold the handout and then for five minutes write whether they agree or disagree with the statements in the “Consider” column.
2. Place students into groups of three or four. They must discuss each statement and decide as a group whether they agree or disagree.

3. The students should now read the selected text (Excerpt: Chapter 3, Pages 15-18) evaluating the statements from the anticipation guide in light of both Elinor and Marianne’s feelings. They should mark on their handout whether the each would agree or disagree with the statement.

4. Students should revisit the guide again and respond in the “Revisited Personal” column in order to compare and contrast their original responses with their current ones as they may have changed after reading the text. This should reflect what the passage helped them learn or assimilate.

5. The anticipation guide allows students to anticipate major concepts that will be encountered during their reading of Sense and Sensibility. Writing (within the guide) and discussion stimulate review of what students know and believe and allow them to expand these concepts. This type of previewing allows students to take charge of their own learning and to focus their reading. Use the anticipation guide to preview students’ beliefs and knowledge about the subject so you can gear your instruction toward fulfilling their needs.

B) Directing the Learning:

Guided Practice

Stand at the board and ask students to construct a definition of both “sense” and “sensibility” as a class. Write all of the responses on the board until the students feel they have their definition. Provide them with the words “logic/reason” and “passion.” Discuss with the students again to correct any misinterpretations. Explain that the way we act is guided by either logic/reason or passion. Explain how every action has a reaction—cause and effect. Our decisions have consequences just like those of the characters in the novel.

Directions: Chalk Talk

Split the class into two groups and place each group in front of a white erase board. Ask the students to stand quietly. Write “actions and consequences” on the board. As we have just discussed how this applies to the novel, ask the students to add their impressions, comments, and/or questions to the ideas written by others. No one should speak during the Chalk Talk. There are no wrong comments and should feel like a safe environment for adding ideas. The result will be full of diverse responses and may include webs, lists, venn diagrams, questions, etc. This activity will add depth to the understanding of the concept of how our decisions always have consequences.

C) Bringing the Lesson to a Conclusion:

Begin reading chapter one out loud to the students. Teach them how to do the sticky note assignment in which they track the traits and actions of the main characters. Direct them by doing several examples with them as you read.

Assignment: Read chapters 1-5 for tomorrow. Remember to track characters and their traits and actions with sticky notes throughout your reading.