LESSON PLAN day five

PLANNING

Date: Day FIVE of unit

Class and Grade Level: English 12

Title/Subject of Lesson: Looking at Austen’s Writing

Objective(s):
- Students will be able to make their writing more interesting and expressive using Austen’s grammar principles.
- Students will be able to effectively activate prior knowledge about definitions that relate the novel.
- Students will be able to define words important to comprehension of the novel.

State (or District) Core Curriculum Standard(s):
- Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. Objective 1 (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues. A. Analyze the meaning of words using etymologies (e.g., word origins and histories). B. Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin based languages—Italian, Spanish, etc.).
- Standard 1 (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text. 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.
- Standard 2 (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.: Objective 3 (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions. B: Edit

Concept(s) to Be Taught:
- Definition construction
- How to be apply vocabulary
- Use of grammar principles

Materials Needed:
- Student handout
- Worksheets
- Projector
- Overhead transparencies
- Vis-à-vis markers
- Excerpts from Sense and Sensibility

Strategies to Be Used:
- Defining
- Competition
- Class discussion, questioning
- Analyzing model texts
- Sentence combination
- Sentence imitation
- Independent practice

PERFORMING
Announcements: None

Continuation from Previous Lesson: We learned about the culture surrounding Austen and how it affected her writing yesterday. Let’s apply that knowledge with some vocabulary activities.

Lesson Presentation:
Part I:
A) Getting Started:
Let’s have a little competition as we learn about how Austen works…

B) Directing the Learning:

a. Directions
Split the class into groups of threes (this should be about 8 groups for a class of 25 students) and have each group race to look up a list of five words (online or in a hand-held dictionary) and type or copy and paste and abbreviated definition of each into a word document. Once all the groups are done, have them email their definitions to you so you may compile to list. ALT: If there are not enough computers for the students have them write the definitions they find on overhead transparencies.

Students should share the definitions found by their peers and they copy them down on notebook paper. This becomes their notes. (Display the transparencies on the overhead projector for all the students to see)

b. Guided Practice
Have students select three words and use each in a sentence that they write on their own paper. These sentences should relate to their own lives and interests. If necessary, they may refer to the definitions, pronunciations, and synonyms. Ask volunteers to share a favorite sentence as doing so with the class or a small group will help check for correct usage and meaning and thereby check their understanding of the words.

c. Independent Practice
Pass out the worksheets and ask the students to complete them individually. Correct them together as a class. This tests their retention of the vocabulary. They should keep this worksheet and the vocabulary list together for future reference as they read.

Part 2:
A) Getting Started:

a. As we’ve been reading Sense and Sensibility, have you noticed any interesting things about the length of Austen’s sentences? LONG. How does she do it? Why is she so good?

b. Let’s read a paragraph from Austen’s novel that shows her long-windedness.

i. He was not an ill-disposed young man, unless to be rather cold-hearted and rather selfish is to be ill-disposed: but he was, in general, well respected; for he conducted himself with propriety in the discharge of his ordinary duties. Had he married a more amiable woman, he might have been made still more respectable than he was: he might even have been made amiable himself; for he was very young when he married, and very fond of his wife. But Mrs. John Dashwood was a strong caricature of himself; more narrow-minded and selfish. Ch 1

c. Tell me what you notice about it.

i. It’s reasonable and passionate (sense and sensible!) It’s long. How can she make it this way and have it still be correct? It’s the colon.

B) Directing the Learning:

a. Modeling/Examples

i. Give the Cosby, Austen, and Giff examples, ask students to identify the effects of the colons in these sentences.

1. I guess the real reason that my wife and I had children is the same reason that Napoleon had for invading Russia: it seemed like a good idea at
the time. (Bill Cosby)

2. She was sensible and clever; but eager in everything: her sorrows, her joys, could have no moderation. She was generous, amiable, interesting: she was everything but prudent. (Austen, Sense and Sensibility)

3. She took everything in then, and I with her: the house with the sloping roof, the evergreens leaning over it, the dark shadow that was the woodpile on the front porch. (Patricia Reilly Giff, Pictures of Hollis Woods)

ii. Ask students what the colon does in these sentences. Create a list together on the overhead.

b. Guided Practice
   i. Give the students a sentence broken down. They should combine it to create one sentence using a colon.
      1. I want three things out of life: a date, dinner, and a movie.
         a. I want three things out of life.
         b. I want a date.
         c. I want dinner.
         d. I want to see a movie.

   ii. Give students a few minutes to add to the sentence using sentence expansion.
      Have some students share their sentences by reading them aloud.
      1. He brought his favorite things to the party: _____, _____, _____.
      2. I cried out to Jim: _____.

c. Independent Practice
   i. Give students a few minutes to add to the sentence using sentence expansion.
      Have some students share their sentences by reading them aloud.
      1. In a firm, though cautious tone, Elinor thus began: "I should be undeserving of the confidence you have honoured me with, if I felt no desire for its continuance, or no farther curiosity on its subject. I will not apologise, therefore, for bringing it forward again." (CHAPTER XXIV)
         a. In a firm, though cautious tone, Elinor thus began: _____, _____.

C) Bringing the Lesson to a Conclusion:
Talk with students about the changes this could make in their writing now that they have learned how to use some grammar concepts and have seen how to use colons effectively. Emphasize the potential of this technique for improving their writing.

Assignment: Read chapters 21-25 for tomorrow. Remember to continue tracking characters and their traits and actions with sticky notes throughout your reading.

Worksheet for Part I:

Vocabulary Challenge

Sense and Sensibility

By Jane Austen

Name: ________________________ Class: ___________________ Date: ____________

A. Which Word Does NOT Belong?
Directions: Circle the word in each row that is LEAST similar in meaning to the other words in the row.
1. a. gregarious               b. cantankerous          c. caustic               d. rude
2. a. obliterare              b. glum                   c. abolish              d. debunk
3. a. sanguine   b. cheery   c. jubilant   d. aesthetic
4. a. cajole   b. coax   c. didactic   d. provoke
5. a. insolent   b. impertinent   c. eclectic   d. caustic
6. a. allude   b. daring   c. audacity   d. boldness
7. a. banal   b. prosaic   c. profound   d. boring
8. a. urbane   b. polished   c. suave   d. miserly

B. Identify Synonyms
Directions: In each group, circle the synonym (same meaning) of the word in bold.
1. adversary: a. neophyte   b. friend   c. cynic   d. enemy
2. shrewd: a. intelligent   b. hapless   c. dull   d. quagmire
3. fickle: a. wistful   b. iniquity   c. indecisive   d. clandestine
4. pretentious: a. articulate   b. sentimental   c. precocious   d. pompous
5. lavish: a. polemic   b. opulent   c. lofty   d. sparse
6. endorse: a. scrutinize   b. vicarious   c. support   d. oppose
7. entreaty: a. venerate   b. plea   c. zenith   d. ruse
8. ambivalent: a. unprecedented   b. substitution   c. firm   d. unsure

C. Identify Antonyms
Directions: In each group, circle the antonym (opposite meaning) of the word in bold.
1. vilify: a. tacit   b. extol   c. decorum   d. detest
2. cursory: a. superficial   b. largess   c. meticulous   d. decipher
3. fetid: a. myriad   b. smelly   c. fresh   d. serendipity
4. vacuous: a. empty   b. vapid   c. insightful   d. vague
5. clear: a. incomprehensible   b. obvious   c. odor   d. unfortunate
6. thwart: a. undermine   b. supplant   c. facilitate   d. alleviate
7. deride: a. scorn   b. debunk   c. ridicule   d. encourage
8. reckless: a. wild   b. responsible   c. brash   d. thoughtless

Attachments for Part II:

Sentence Combining:
I want three things out of life: a date, dinner, and a movie.
   a. I want three things out of life.
   b. I want a date.
   c. I want dinner.
   d. I want to see a movie.

Examples:
"Yes, he would give them three thousand pounds: it would be liberal and handsome! It would be enough to make them completely easy. Three thousand pounds! be could spare so considerable a sum with little inconvenience." Ch1
She was sensible and clever; but eager in everything: her sorrows, her joys, could have no moderation. She was generous, amiable, interesting: she was everything but prudent.
I guess the real reason that my wife and I had children is the same reason that Napoleon had for invading Russia: it seemed like a good idea at the time. (Bill Cosby)
She took everything in then, and I with her: the house with the sloping roof, the evergreens leaning over it, the dark shadow that was the woodpile on the front porch. (Patricia Reilly Giff, Pictures of Hollis Woods)
The morning the Reeds’ baby died was June 5: a day shimmering with light, the smell of lilacs hanging sweetly in the willow tree behind the house where Alyssa was hiding. (Susan Shreve, Blister)

Sentence Expansion:
He brought his favorite things to the party: ______. ______. ______.
I cried out to Jim: ____.

In a firm, though cautious tone, Elinor thus began: "I should be undeserving of the confidence you have honoured me with, if I felt no desire for its continuance, or no farther curiosity on its subject. I will not apologise, therefore, for bringing it forward again." (CHAPTER XXIV)

In a firm, though cautious tone, Elinor thus began: ______. ______. ______.