

# BOLTS Lesson Plan

Teacher	Grade	Date(s)	Subject	English 2/Intensive Reading
Mike Cook	10	April 8, 2009		
<b>B</b> asis	<b>O</b> pening Activities (Activating Thinking Strategies) (ET Mini Lesson/Review)	<b>L</b> earning Activities <b>T</b> eaching Strategies (Distributed Guided Practice & Distributed Summarizing) (ET Tasks)		<b>S</b> ummarizing
<p><b>Lesson Essential Question:</b> Who are the main characters in “A Midsummer Night’s Dream”?</p>	<p><i>But he’s no good!</i> Scene ii involves a group of actors who aren’t very good at their job. Can you think of anyone who isn’t very good at their job in order to make a connection?</p>	<p>Daily Quick Write: Describe someone who is/was very bad at their job.</p> <p>Literature: AMND Act I Scene ii</p> <p>Literary Activity: Read-Aloud play, selecting students for each part, changing often to allow for maximum participation</p> <p>Literary Discussion: Write a one paragraph summary of the scene, using details from the text.</p> <p>Extended Discussion: Write a paragraph in which you describe which character you sympathize with and why... include a quote to show why you sympathize.</p> <p>Grammar: Pronouns as subjects and predicate nominatives, L247-48, 1-20</p>	<p><b>Summarizing Strategies:</b> Students will use active reading strategies to assist them in retaining information, using experiential, textual, cultural, social, psychological, and cultural notations as a basis for their summations.</p>	
<p><b>SS Standard:</b> LA.910.2.1.2, LA.910.2.1.5, LA.910.2.1.6, LA.910.2.1.2, LA.910.2.1.5, LA.910.2.1.6</p>			<p><b>Assignment:</b> Daily Quick Write</p> <p>Summary Paragraph</p> <p>Sympathy paragraph</p> <p>Grammar: Pronouns</p>	
<p><b>Key Vocabulary:</b> dramatic structure, atmosphere, local color, time frame, emotional effect</p>			<p><b>Assessment:</b> Successful completion of daily quick write.</p> <p>Literary Discussion - formal</p> <p>Extended Discussion – formal</p> <p>Grammar: 247-48 - informal</p>	

**Differentiated Instructional Strategies (for all levels of learners including ESE/ESOL/AP):**

Check often for understanding- Y.P., D.S., J.L. ;Repeat/review of concepts- E.P., Y.P. ;Additional time- E.P., M.R. E.M., J.L.; Testing Accommodation- E.P. M.R., E.M., Y.P., D.S. ;Preferential Seating- D.S. ;Directions in clear, small steps- Y.P.

