

# BOLTS Lesson Plan

Teacher Mike Cook

Grade 10

Date(s) April 9, 2009

Subject

English 2/Intensive Reading

## Basis

## Opening Activities (Activating Thinking Strategies) (ET Mini Lesson/Review)

## Learning Activities Teaching Strategies (Distributed Guided Practice & Distributed Summarizing) (ET Tasks)

## Summarizing

**Lesson Essential Question:**  
Who are the main characters in “A Midsummer Night’s Dream”?

*What’s a fairy?* What do you think of when you think of a fairy? What do they look like? How would they behave? Today’s scene introduces some fairies that don’t act very much like the tinkerbell type we see in Disney films.

Daily Quick Write: What comes to mind when you think of a fairy? What would it look like? What would it do?

Literature: AMND Act II scene i

Literary Activity: Read-Aloud play, selecting students for each part, changing often to allow for maximum participation

Literary Discussion: Write a one paragraph summary of the scene, using details from the text.

**Summarizing Strategies:**  
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.

**SS Standard:**  
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

Extended Discussion: Write a paragraph in which you explain which fairy acts more like a traditional fairy... Puck, Titania, Oberon, or the Fairy from the first part of the scene. Use a quote to support what you say.

Grammar: Pronouns 248-49, #20-38

**Assignment:**  
Daily Quick Write  
  
Summary Paragraph  
  
Fairy paragraph  
  
Grammar: Pronouns

**Key Vocabulary:**  
dramatic structure, atmosphere,  
local color, time frame, emotional  
effect

**Assessment:**  
Successful completion of daily quick write.  
  
Literary Discussion - formal  
  
Extended Discussion – formal  
  
Grammar: 248-49 - informal

**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.

