

Teacher:

Course: **English IV-H**

Period(s): 1st Block

Week of: / Dates: August 21-25, 2017

Unit Title: Introductory lessons and Building Community

State Standards: W-2.h, C-4.1; C-4.3; RL-5.1; RL-9.1; RL-10.

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan	Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday		NO SCHOOL							
Tuesday	W.2 H RL 5.1 RL 9.1 RL 10.1	<ul style="list-style-type: none"> Identify and understand rules, expectations, procedures and general information (syllabus) of the course. Listen to reading; use listening, observation skills; Create written responses to reading. 	<ul style="list-style-type: none"> Read excerpt from <i>All I Really Need to Know I learned in Kindergarten</i>; Identify, discuss, and share expectations, goals, rules by sharing ideas, comments, and concerns; Share the 10 things you should know about me 	<ul style="list-style-type: none"> Students will listen to and then respond to the reading by answering given questions and then writing their responses. Students will identify, discuss, and share expectations, goals, rules by sharing ideas, comments, and concerns by moving to stations; Respond and discuss to teacher's list Write their personal list of 10 things 	<ul style="list-style-type: none"> Teacher observation and discussion; Final project: create PowerPoint presentation of personal 10 things you should know about me. (Due Monday, August 28 	Large Group; Small group; Individuals'	Paper, pen/pencil; Copy of the book: <i>All I Really Need to Know I learned in Kindergarten</i> Smartboard; whiteboard		
Wednesday	W.2 H RL 5.1 RL 9.1 RL 10.1	<ul style="list-style-type: none"> Identify importance of names; Share meaning of own name; Create acrostic poem of name 	<ul style="list-style-type: none"> Read "What's in a Name" and <i>Thunderboy, Jr.</i> Allow students time to respond to the two readings, Share definition of and examples of acrostic poems. Allow students time to create personal acrostic poem. 	<ul style="list-style-type: none"> Students will listen to and then respond to the reading by answering given questions and then writing their responses. Students will identify acrostic poem examples and create their own. 	<ul style="list-style-type: none"> Teacher observation and discussion; Final project: Presentation Due Friday, August 25. 	Large Group; Small group; Individuals will work independently	Paper, pen/pencil Copy of the book <i>Thunderboy, Jr.</i> and copy of "What's in a name?" by William Shakespeare Smartboard; whiteboard		

Thursday	W.2 H RL 5.1 RL 9.1 RL 10.1	<ul style="list-style-type: none"> Identify a one-pager; Identify and share personal information through words, pictures, quotes, drawings, etc. 	<ul style="list-style-type: none"> Read “I am From Poems” Allow students to respond to the guided questions based on the two poems. Share teacher’s “One-pager” Allow students to identify what they learn about the teacher through the one pager. Allow students time to begin creation of their own one-pager. 	<ul style="list-style-type: none"> Students will listen to and then respond to the reading by answering given questions and then writing their responses. Students will observe teacher’s example and identify details. Students will create their own one-pager. Present on Friday. 	<ul style="list-style-type: none"> Teacher observation and discussion; Final project: Presentation Due Friday, August 25. 	Large Group; Small group; Individuals	<p>Paper, pen/pencil Construction paper, markers, crayons, colored pencils, etc. Copies of “I am From” poems</p> <p>Teacher’s one pager:</p> <p>Smartboard; whiteboard</p>	
Friday	C 4.1 C-4.3	<ul style="list-style-type: none"> Identify reasons we all need pep talks sometimes. Present name acrostics, one-pagers, and I am From Poems Critique others’ work and learn to accept personal criticism. 	<ul style="list-style-type: none"> Show “Kid President’s Pep talk for Students and Teachers” Allow students time to respond in writing and then discuss. Explain critique policy of “3 positive and an ‘I wish’ statement” Give students time to present projects. Give students time to critique each other’s projects. 	<ul style="list-style-type: none"> Students will listen to and then respond to the reading by answering given questions and then writing their responses. Students will listen to and ask questions about critique policy. Students will present projects Students will critique each other’s projects. 	<ul style="list-style-type: none"> Teacher observation and discussion 	Large Group; Individuals will present	<p>Paper, pen/pencil Notecards Smartboard, whiteboard, personal student materials</p>	

* All plans are subject to change. Student progress will be monitored and adjustments will be made.