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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: January 4, 2016 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Identify central ideas of a text; Use summarizing strategies to find the central ideas of an excerpt from Henry David Thoreau’s *Walden* | | Have students read the information about the author – a transcendentalist; explain transcendentalism; determining central ideas; author’s style; purpose , and analyzing language | | Read, summarize, and respond to teacher’s questions; learn that summarizing text means restating the central ideas in one’s own words; learn author’s purpose or reason for writing; learn about inferring of deducing from evidence; author’s style – the way the author expresses his or her ideas. | | The notes/ answers that students write in response to the questions posed during their reading and analyzing. | |
| **Tuesday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Identify central ideas of a text; Use summarizing strategies to find the central ideas of an excerpt from Henry David Thoreau’s *Walden* | | Have students read the information about the author – a transcendentalist; explain transcendentalism; determining central ideas; author’s style; purpose , and analyzing language | | Read, summarize, and respond to teacher’s questions; learn that summarizing text means restating the central ideas in one’s own words; learn author’s purpose or reason for writing; learn about inferring of deducing from evidence; author’s style – the way the author expresses his or her ideas. | | The notes/ answers that students write in response to the questions posed during their reading and analyzing. | |
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| **Thursday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Lesson on Satire: **SATIRE:** a work that ridicules its subject through the use of techniques  such as exaggeration, reversal, incongruity, and/or parody  in order to make a comment or criticism about it | | Teach: Exaggeration, Incongruity, Reversal, Parody based on the lesson Dr. Goggans taught to English IV students. | | Learn: **Exaggeration:** to enlarge, increase, or represent something beyond normal bounds so that it becomes ridiculous and its faults can be seen.  **Incongruity**: to present things that are out of place or absurd in relation to its surroundings.  **Reversal:** to present the opposite of the normal order of things (i.e. the order of events, hierarchical order)  exercise  **Parody:** to imitate the techniques or style of some person, place, or thing | | Fill out sheets that show understanding of the four concepts, as well as descriptions on cartoons and videos. | |
| **Friday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | With the help of close-reading questions, students will determine the central ideas by examining specific textual evidence, guiding them to develop a coherent understanding of each of Ralph Waldo Emerson’s essays: *from Nature* , and *from Self-Reliance* | | Teacher will have students read each of the essays carefully all the way through. Close-reading questions at the bottom of the page will help them focus on a thorough analysis of the central ideas of each essay, and the evidence, including facts, details and examples, that support the key ideas. As they read, students should record comments or questions about the text in the side margins | | Students will read each of the essays carefully all the way through. Close-reading questions at the bottom of the page will help them focus on a thorough analysis of the central ideas of each essay, and the evidence, including facts, details and examples, that support the key ideas. As they read, students should record comments or questions about the text in the side margins. | | Completion of the close-reader practice and apply exercises in the consumable student workbooks will be evaluated. | |

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