|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Shand | Course: English 3 | Block(s): 1, 3 & 4 | Week of: August 22, 2016 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 11-12RL 1.1; 3.1RI 10.1 | * Visit the library media center to choose a novel for SSR;
* Access their online textbooks
* Receive the hard copy Collections textbooks
* Choose a role from *The Crucible*
 | Take students to library for their self-selected readers; provide students access to their laptops; overview of their American literature course; background to *The Crucible*; reading roles assignment. | Choose a novel for self-selected reading; gain access to laptops for texts, audio and video from selections to be studied; have opportunities to consider reading character-roles from The Crucible. | Class participation grades awarded;Daily Oral Language as introductory warm-ups graded weekly. |
| **Tuesday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Participate in the study of The Crucible.Read and analyze the play.Understand how the play connects with prior knowledge. | Provide Daily Oral Language. Written response to prompt and discussion of prompt. Oral information on background of play. Smartboard role assignment. Discussion and written response to post-reading questions. Silent reading of self-selected novel. | 1. Vocabulary review and charades
2. Receive background information on “The Crucible”
3. Receive role assignments
4. Begin reading and discussing the play
5. Post-reading discussion and questions
6. SSR
 | Performance on vocabulary test. Prompt. Understanding of play. Discussion and questions. |
| **Wednesday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Participate in the study of The Crucible.Read and analyze the play.Understand how the play connects with prior knowledge. | Provide Daily Oral Language. Written test. Silent reading of self-selected novel. Oral review. Oral reading and discussion of play. Written questions. | 1. Vocabulary test
2. SSR
3. Review “Crucible”
4. Read and discuss play
5. Post-reading discussion and questions
 | Vocabulary test performance. Discussion and post-reading question comprehension. |
| **Thursday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Participate in the study of The Crucible.Read and analyze the play.Understand how the play connects with prior knowledge gained from Early American literature previously studied . | Provide Daily Oral Language. Oral review and discussion. Oral reading and discussion. Written prompt regarding “The Crucible”. Written definitions and synonyms and antonyms. Silent reading of self-selected novel. | 1. Review “Crucible”
2. Read and discuss play
3. Post-reading discussion
4. Post-reading writing prompt
5. Complete vocabulary definitions and synonyms and antonyms
6. SSR
 | Comprehension of play as evidenced by oral review. Correct response on writing prompt. Definitions and synonyms and antonyms of words. |
| **Friday** | ELACC11-12RL 1,2ELACC11-12W 1c, 1d, 2b, 3 | Participate in the study of The Crucible.Read and analyze the play.Understand how the play connects with prior knowledge gained from Early American literature previously studied . | Provide Daily Oral Language. Whole class involvement in Test Taking Practice exercise. Oral review, reading and discussion of play. Written questions. Written handout over vocabulary. Silent reading of self-selected novel. | 1. Test Taking Practice
2. Review “Crucible”
3. Read and discuss play
4. Post-reading questions
5. Words to Know Skill-builder
6. SSR
 | Participation in book exercise.Discussion and comprehension of play. Correct responses to post-reading questions. Correct responses to Words to Know Skill-builder. |

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