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| Teacher: Shand | Course: English 3 | Block(s): 1, 3 & 4 | Week of: August 22, 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 | * 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 11-12  RL 1.1; 3.1  RI 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 11-12  RL 1.1; 3.1  RI 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 11-12  RL 1.1; 3.1  RI 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 1,2  ELACC11-  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.