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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: August 24, 2015 |

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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 11-12RL 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. Complete “Crucible” pre-reading writing prompt
3. Receive background information on “The Crucible”
4. Receive role assignments
5. Begin reading and discussing the play
6. Post-reading discussion and questions
7. SSR
 | Performance on vocabulary test. Prompt. Understanding of play. Discussion and questions. |
| **Tuesday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Participate in the study of Exploration & Settlement.From Collection 1… analyze the selections in the collection in terms of historical context | Provide Daily Oral Language. Have students read and discuss European Contact with North America, English Settlements; Spain and France in North America, and Early American Literature. Analyze accounts in different mediums; Analyze Author’s Order: Sequence of Events.  | Students to take notes for historical introduction; Small groups will work together to review examples of dates mentioned in the running texts, to identify which dates are also mentioned in the timeline and which are not, and to discuss how each format presents information differently. | Close Reading Application. Students will work independently to read another example of nonfiction text in which an author structures a series of events sequentially. |
| **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 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. |
| **Thursday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Based on Collection 1 – Students will be able to identify and analyze the central ideas of a foundational text. | From Of Plymouth Plantation. Teach analyzing foundational texts; determining central ideas; understanding usage, analyzing key terms. | Students will analyze foundational texts; determine central ideas; understand usage, analyze key terms.Close Read Screencasts – class viewing and discussion of at least one of the videos.  | Students will determine central ideas and analyze foundational texts. |
| **Friday** | ELACC11-12RL 1,2ELACC11-12W 1c, 1d, 2b, 3 | Based on Collection 1 – Students will be able to identify and analyze the central ideas of a foundational text. | From Of Plymouth Plantation. Teach analyzing foundational texts; determining central ideas; understanding usage, analyzing key terms. | Students will analyze foundational texts; determine central ideas; understand usage, analyze key terms.Close Read Screencasts – class viewing and discussion of at least one of the videos.  | Students will determine central ideas and analyze foundational texts. |

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