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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: September 19, 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 | Participate in the study of *The Crucible*. Act III  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. Discussion and written response to post-reading questions. Silent reading of self-selected novel. | | 1. Vocabulary review 2. Complete “Crucible” pre-reading writing prompt 3. Receive background information on “The Crucible” 4. Begin reading and discussing the play 5. Post-reading discussion and questions 6. SSR | | Performance on daily oral language. Prompt. Understanding of play. Discussion and questions. | |
| **Tuesday** | ELACC11-  12RL 1,2  ELACC11-  12W 1c,  1d, 2b, 3 | Based on Collection 2 – Students will be able to identify and analyze the central ideas of a foundational text.  A New American Nation – Building a Democracy  Comparing Anchor Texts | | *The Declaration of Independence*. Teach analyzing a historical document; determining central ideas; understanding themes; analyzing key terms.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. | |
| **Wednesday** | **ELACC 11-12**  **RL 1.1; 3.1**  **RI 10.1** | **Participate in the study of *The Crucible*. Acts III & IV**  **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. Discussion and written response to post-reading questions. Silent reading of self-selected novel.** | | 1. **Vocabulary review** 2. **Complete “Crucible” pre-reading writing prompt** 3. **Receive background information on “The Crucible”** 4. **Begin reading and discussing the play** 5. **Post-reading discussion and questions** 6. **SSR** | | **Performance on daily oral language. Prompt. Understanding of play. Discussion and questions.** | |
| **Thursday** | ELACC 11-12  RL 1.1; 3.1  RI 10.1 | Based on Collection 2 – Students will be able to identify and analyze the central ideas of a foundational text.  A New American Nation – Building a Democracy  Comparing Anchor Texts | | *The Declaration of Independence*. Teach analyzing a historical document; determining central ideas; understanding themes; 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** | 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. | |

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