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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: September 28, 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 gained from Early American literature previously studied  | Provide Daily Oral Language. Oral review and discussion. Oral reading of Act IV 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. |
| **Tuesday** | 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. | Close Reading *From Of Plymouth Plantation – The Second Book* 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. |
| **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. Video of The Crucible and discussion. 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 Video 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. | *Coming of Age in the Dawnland from 1491.* 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 | 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 of The Crucible. 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 Final Test. 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.