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| Teacher: Pam Freeman | Course: English I | Period(s): 1st and 3rd Blocks | Week of/Dates of Unit: 8/28 – 9/1 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities(aligned, sequenced, build, time) (Grouping, Materials, Accommodations) | Student Work: | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, written) |
| **Monday** | RL 10  RL 5.1  RL 6.1  RL 8.1 | Apply a range of strategies to determine and deepen the meaning of known and unknown words and phrases.  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Determine a theme of a text and analyze its development over the course of the text.  Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. | | Teacher will model format for weekly vocabulary study (Chapter I from *Building Vocabulary* from Townsend Press);  Teacher will briefly review similes and ask for student questions about simile scavenger hunt from previous class(close reading exercise);  Teacher will explain expectations for comprehensive questions from “MDG”  ***Grouping:*** Whole class – Vocab study; Pair/share – Simile identification; Small groups (3/4 students) – “MDG” comprehension questions.  ***Materials:*** Individual student copies - Vocab Chapter 1 from *Building Vocabulary,* Townsend Press; Individual student copies “MDG” Simile Scavenger Hunt;  Individual student copies - Comprehensive questions for “MDG”  ***Accommodations:*** Extended time if necessary; pair/share; small group collaborative. | | Participation in oral completion of Chapter 1 vocabulary. Students will use context clues and prior knowledge of word affixes and roots to determine word meaning. Students will also demonstrate knowledge of denotative and connotative meanings of words in Chapter 1.  Student will identify similes from text and be able to explain author’s reasons for using simile in his/her writing.  Students will close read and reread text to answer comprehensive questions about story using evidence from text to support their answers. | | Close reading from “The Most Dangerous Game” – Simile identification;  Comprehensive questions from “MDG” (Small group work);  *Vocab Chapter 1 due Tues., 9/5/17* | |
| **Tuesday** | RL 7 | Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities. | | Independent creative task re “MDG”; Students will select one of options provided by teacher to demonstrate their understanding of text; Options will incorporate writing and/or art  ***Grouping:*** Independent work  ***Materials:*** Teacher will provide handouts for students describing task options along with a rubric for assessment of task; teacher will provide writing and/or art supplies for tasks  ***Accommodations:*** Student choice of task | | Students will select a creative “real world” task to demonstrate their understanding of “The Most Dangerous Game” | | Assessment of task following teacher-provided rubric. | |
| **Wednesday** | RL 5 | Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | | Before introducing the short story “Lamb to the Slaughter” to class, teacher will assist students in making connections to prior knowledge that they might have to author Roald Dahl. After a whole class discussion of Dahl’s common themes and characteristics of his writing, students will independently read the short story, “Lamb to the Slaughter.” After completing the story, students will write a 1-3 paragraph summary of the story in their personal interactive notebook.  As they complete their reading, students will partner with another student to answer questions about the story. (Students will read independently from selections from classroom library when they complete their questions.) Teacher will collect story questions from students and then review answers during whole group discussion.  ***Grouping:*** Story read independently; Pair/share for answering questions from story.  ***Materials:*** Teacher will provide individual copies of short stories and questions for students  ***Accommodations:*** Teacher will adjust number of questions as needed | | Students will use prior knowledge to make connections between their knowledge of Roald Dahl’s topics, themes, and techniques to make predictions about “Lamb to the Slaughter.”  Students will use close reading skills to read and answer questions about “Lamb to the Slaughter.”  Student will acknowledge the value of rereading to achieve an understanding of text. | | Completion of 1 – 3 paragraph summary of short story;  Responses to comprehensive questions from story (answers to selected questions). | |
| **Thursday** | See above. | See above. | | Students will analyze elements of the murder mystery by completing a police report about the events in the text from the perspective of the detective. (Report includes a graphic rendering of the murder scene.)  ***Grouping:*** Independent completion of police report.  ***Materials:*** Teacher will provide handout of Police Report for student completion along with colored pencils for crime scene sketch.  Accommodations: Teacher will assist students with work as needed. | | “Real World” task; Students will prioritize events in plot to create a coherent report of events in a murder.    Students will demonstrate inferencing skills to explain events leading up to the murder. | | Completion of all questions on Police Report and visual depiction of crime scene that follows information provided in story.  ***Reminder:*** Chapter 1 Vocabulary due Friday, 9/1. | |
| **Friday** | Writing  Fundamentals | Employ a recursive writing process that includes planning drafting, revising, editing, rewriing, publishing, and reflecting. | | Writing Workshop (every Friday). Emphasis on five stages of Writing Process and review of six strategies for prewriting. Teacher will share personal writing to demonstrate use and value of Writing Process.  ***Grouping:*** Whole group instruction followed by independent writing .  ***Materials:*** Teacher will share templates of six basic strategies for prewriting.  ***Accommodations***: Teacher will conference with individual students to assist with prewriting and drafting strategies. | | “Real World Connection”  Students will rcognize the importance of using the established Writing Process in their writing to help organize and focus their writing.  Students will recognize that writing is a recursive, ongoing process. | | Student participation in review of Writing Process and prewriting activities and creation of a graphic representation of the Writing Process.  Chapter 1 Vocabulary submitted. | |

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