|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Shand | Course: English 3 | Block(s): 1,3, 4 | Week of: August 17, 2016 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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** |  | No School |  |  |  |
| **Tuesday** |  | No School |  |  |  |
| **Wednesday** |  | Become acquainted with peers. Know the seating arrangements during class.Develop an awareness of classroom rules, procedures and expectations. | See student activities for instructional strategies for each individual activity. To ensure that students have met their goals the teacher will observe student discussion and participation, while other activities will be checked for completion, surveys will be reviewed by teacher to learn about students’ strengths and weaknesses and to become familiar with students, and the quiz will be checked for correct answers. | Seating chart: students are assigned seats by teacher. Overview of syllabus-class reads and discusses syllabus.Student introductions – students introduce each other to class and teacher.Student information sheet – students fill out information form. Students answer 2 questions and give opinions on notecard. Rules procedures and expectations quiz – students answer questions regarding classroom rules, procedures and expectations. | See Instructional strategies for assessment and student achievement information. |
| **Thursday** |  | Perform a Skills Assessment Pretest | Using *The Writer’s Craft* text, provide a Skills Assessment Pretest to discover the areas of strengths and weaknesses in my students’ backgrounds. The range of errors tested includes those of grammar, usage, spelling, punctuation, and capitalization. This assessment is used as a diagnostic tool. | be shown an example and guided in doing the pretest. | Pretest will be reviewed and scored |
| **Friday** |  | * Will create and original essay based on the department created prompt.
 | * Share writing biographical writing prompt.
* Allow students to retrieve dictionaries if necessary.
* Explain the requirements as

listed on the prompt details.* Allow students to write responses
 | * Listen to the teacher’s directions.
* Write response to the prompt

  | Autobiographies completed in class. |

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