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| Teacher: Pam Freeman | Course: English I | Period(s): Blocks 1 and 3 | Week of: Aug. 22 – 25, 2017 |

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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** |  |  | |  | |  | |  | |
| **Tuesday** | RL 5.1 | Understand classroom rules and procedures.  Increase their reading levels by exposure to texts above their current reading level, creating collaboration, modeling fluent reading. | | Provide students with copies of English I overview;  Provide students with copies of “The Most Dangerous Game”;  Model fluent reading by reading aloud first portion of short story to students pausing throughout to ask basic questions (Students will be asked to write questions they might have for later question/answer session) | | Introduction to English I: Overview of class rules and procedures;  Complete anticipation guide for “The Most Dangerous  Game”;  Begin Read Aloud of “The Most Dangerous Game” | | Teacher observation of student participation; student completion of anticipation guide;  *All class supplies and parent signatures due by Monday, Aug. 28.* | |
| **Wednesday** | RL 5.1  RL 8.1  RL 10.1 | Analyze the text; Identify explicit textual evidence; Cite evidence;  Support inference using several pieces from the text;  Provide varying degrees of support (evidence); | | Continue Read Aloud of short story (MDG);  Share suspense techniques with students;  Provide and review guidelines and rubric for Ship Trap Island map;  Provide materials for map | | Completion of Read Aloud of “The Most Dangerous Game”;  Class discussion of plot and author’s techniques for suspense;  Guidelines and rubric for Ship Trap Island map | | Teacher observation of student participation during class discussion and explanation of map project | |
| **Thursday** | RL 10.1  RL 12.1 | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase;  Determine the significance of the author’s use of text structure and organization to create the effects of mystery, tension or surprise, citing support from the text. | | Substitute teacher will assist students with locating evidence from “The Most Dangerous Game” to create a map of Ship Trap Island. | | Independent work on Ship Trap Island map | | Completed map due at end of class on Friday, Aug. 25 | |
| **Friday** | RL 10.1  RL 12.1 | See above. | | See above. | | Completion of Ship Trap Island;  Scavenger hunt for similes in “Most Dangerous Game” (if time allows) | | Completed map of Ship Trap Island due at end of class  *Reminder: All supplies and parent signatures due Monday, Aug. 28* | |

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