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| Teacher: Pilkey | Course: English 3 | Period(s): 1, 2, 4, and 6  |  Week of: 10/16 |

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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** | W 1.1h | * Develop and strengthen writing as needed by planning, revising, editing, rewriting
 | * Project agenda
* Distribute warm up
* Facilitate warm up
* Direct students to learning target
* Monitor students’ progress
 | * Type their rough drafts
 | * A: rough draft
 |
| **Tuesday** | W 1.1h | * Develop and strengthen writing by editing
 | * Project agenda
* Facilitate warm up
* Distribute CUPS strategy
* Facilitate individual edit (20 min)
* Transition to pair edit (20 min)
 | * Edit their rough drafts
 | * A: editing
 |
| **Wednesday** | W 1.1h | * Develop and strengthen writing by revising
 | * Project agenda
* Facilitate warm up
* Distribute ARMS strategy
* Facilitate individual revision (20 min)
* Transition to peer revision (20 min)
 | * Revise their rough drafts
 | * A: revision
 |
| **Thursday** | RL 9.1 | * Analyze and interpret the author’s use of diction, conventions, figurative language
 | * Project agenda
* Facilitate warm up
* Project video
* Distribute poems and TPCASTT
* Model example
 | * View “Too Late to Apologize (Declaration)” video
* Read “The British Prison-Ship” and use TPCASTT strategy
 | * A: Unit 1 essay DUE
* A: TPCASTT
 |
| **Friday** | W 6 | * Write for a determined amount of time and purpose
 | * Project agenda
* Facilitate warm up
* Complete reading of poem
* Distribute RAFT prompt
 | * Finish reading “The British Prison-Ship” and use the TPCASTT strategy
* RAFT prompt
 | * A: TPCASTT
* A: RAFT prompt
 |

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

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| Teacher: Pilkey | Course: English I Honors | Period(s): 3  |  Week of: 10/16 |

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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** | RI 10.1 | * Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective
 | * Project agenda
* Distribute/facilitate warm up
* Distribute notes
* Play and pause video
* Distribute text
* Monitor students
 | * Video notes for rhetorical devices
* First read of “Letter from a Birmingham Jail”: focus on rhetorical devices
 | * A: notes
* A: annotation
 |
| **Tuesday** | RI 10.1 | * Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective
 | * Project agenda
* Facilitate warm up
* Provide ethos/pathos/logos handout
* Distribute exit ticket
 | * 2nd read of “Letter from a Birmingham Jail”: focus on ethos/pathos/logos
* Complete exit slip
 | * A: 2nd read
* A: exit slip
 |
| **Wednesday** | W 2.1 | * Write an argument
 | * Project agenda
* Facilitate warm up
* Distribute writing prompt
* Monitor student progress
 | * Write an argument determining purpose of “LBJ” and how rhetoric advances that purpose
 | * A: writing prompt
 |
| **Thursday** | RI 5.1RI 10.1 | * Cite textual evidence
* Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective
 | * Project agenda
* Facilitate warm up
* Distribute rhetorical device chart
* Direct students to “I Have a Dream” speech; play audio
* Facilitate discussion
* Direct students to questions
 | * Read “I Have a Dream” and complete rhetorical device chart
* Complete analyzing the text questions
 | * A: chart, questions
* HW: critical vocab, parallel structure
 |
| **Friday** | RI 5.1RI 8.2 | * Cite textual evidence
* Analyze and evaluate the effectiveness of text features
 | * Project agenda
* Facilitate warm up
* Direct students to text
* Direct to level up tutorial
 | * Read “Nobody Turn me Around”
* Level up tutorial
 | * A: level up tutorial
 |

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