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| Teacher: Pilkey | Course: English 3 | Period(s): 1, 2, 4, and 6 | Week of: 10/30 |

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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 | | * Distribute warm up * Direct students to close reader (allow time to answer) * Distribute performance task assignment; students will complete in their assigned groups | | * Finish/read excerpt of The US Constitution in Close Reader * Begin the Performance task for Bill of Rights * Create an infographic in groups | | * A: close reader, infographic | |
| **Tuesday** | C 3.2 | * Create engaging multimedia presentations | | * Facilitate warm up * Review infographic assignment * Monitor student progress * Facilitate presentations | | * Finish infographic * Present to the class | | * A: infographic | |
| **Wednesday** | C 3.2  RI 9.1 | * Create engaging multimedia presentations * Determine the meaning of vocab. using context clues | | * Facilitate warm up * Continue presentations * Direct students to Federalist 10 and distribute reading questions | | * Finish infographic presentations * Critical vocabulary * Read Federalist 10 and complete guided reading questions | | * A: reading questions and critical vocabulary | |
| **Thursday** | RI 5.1  RI 6.1 | * Cite textual evidence * Determine the development of two or more ideas over the course of a text | | * Facilitate warm up * Direct students to text * Distribute reading questions | | * Read “The Best of Enemies” * Complete reading questions | | * A: reading questions | |
| **Friday** | RI 5.1  RI 6.1 | * Cite textual evidence * Determine the development of two or more ideas over the course of a text | | * Facilitate warm up * Distribute compare/contrast chart * Review at least one comparison between Jefferson and Hamilton | | * Finish “The Best of Enemies” * Finish reading questions * Complete compare/contrast chart | | * A: compare/contrast chart | |

\* 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: 10/30 |

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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** | RL 7.1 | * Analyze the development of theme across diverse media, modality, and format. | | * Distribute warm up * Review notes from Friday * Read text aloud; have students read “Persepolis” independently * Direct to analyzing the text questions (time given) * Distribute comic strip assignment | | * Read “Reading Lolita in Tehran” and “Persepolis 2” * Complete analyzing the text questions (2, 6, and 7) * Plan their comic strips for the performance task | | * A: analyzing the text questions | |
| **Tuesday** | C 3.2  RL 7.1 | * Create an engaging multimedia presentation * Analyze the development of theme across diverse media, modality, and format | | * Facilitate warm up * Review comic strip assignment * Give tutorial on Storyboard That * Give set time for students to work * Facilitate presentations | | * Create comic strip using Storyboard That * Present comic strips to class | | * A: comic strip performance task | |
| **Wednesday** | W 6  RL 10.1  L 4 | * Write for a specific purpose * Determine the meaning of vocabulary using context clues * Demonstrate understanding of language conventions | | * Facilitate warm up * Direct students to text and provide with guiding question for reading * Review guiding question; give students time for quick write * Direct students to critical vocab. and vocab. strategy | | * Read “The Censors” * Complete quick write * Complete critical vocabulary and vocabulary strategy tasks | | * A: critical vocab. and vocab. strategy | |
| **Thursday** | L 4 | * Demonstrate understanding of language conventions | | * Facilitate warm up * Have students use quick write from previous day to complete language and style activity * Have students share responses * Direct to NoRedInk | | * Complete language and style activity (p. 96) * Complete NoRedInk colon/semicolon practice | | * A: language and style, NoRedInk | |
| **Friday** | RI 12.2 | * Read independently for an extended amount of time | | * Facilitate warm up * Take students to library * Have them choose an independent reading book | | * Library orientation | | * A: library orientation | |

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