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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 3.2RI 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 5.1RI 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 5.1RI 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
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\* 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 3.2RL 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 6RL 10.1L 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
 |

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