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| Teacher: Pilkey | Course: English 3 | Period(s): 1, 2, 4, and 6 |  Week of: 11/27 |

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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 5.1RL 9.1 | * Cite specific textual evidence
* Analyze and interpret author’s use of diction, conventions, figurative language, etc.
 | * Project agenda
* Distribute warm up
* Facilitate discussion of warm up
* Distribute poetry pre-test
* Monitor student progress
 | * Complete warm up
* Complete poetry pre-test
 | * A: pre-test
 |
| **Tuesday** | W 6RL 5.1RL 9.1 | * Write for a specific purpose
* Cite specific textual evidence
* Analyze and interpret author’s use of diction, conventions, figurative language, etc.
 | * Project agenda
* Facilitate warm up
* Facilitate PowerPoint on American Romanticism
* Introduce TPCASTT strategy
* Direct students to poems 1 and 6 in the text book (177)
 | * Complete warm up
* American Romanticism notes
* Walt Whitman
* 1 and 6
* TPCASTT
* Analyzing the text questions
 | * A: TPCASTT, questions
 |
| **Wednesday** | RL 5.1RL 9.1 | * Cite specific textual evidence
* Analyze and interpret author’s use of diction, conventions, figurative language, etc.
 | * Project agenda
* Facilitate warm up
* Review characteristics of transcendentalism
* Direct students to poems 33 and 52 (p. 179)
 | * Complete warm up
* Walt Whitman
* 33 and 52
* TPCASTT
* Analyzing the text questions
 | * A: TPCASTT, questions
 |
| **Thursday** | RL 7RL 9.1 | * Analyze relationships among ideas or themes in different modalities
* Analyze and interpret author’s use of diction, conventions, figurative language, etc.
 | * Project agenda
* Facilitate warm up
* Project Ram “America’s Work Song” commercial; have students read aloud poem “I Hear America Singing” and compare two visions of America
* Direct students to “A Noiseless Patient Spider”
 | * Complete warm up
* Walt Whitman close reader
* Media comparison with Dodge Ram commercial and “ I hear America Singing”
* Questions for “A Noiseless Patient Spider”
 | * A: close reader
 |
| **Friday** | RL 5.1RL 9.1 | * Cite specific textual evidence
* Analyze and interpret author’s use of diction, conventions, figurative language, etc.
 | * Project agenda
* Facilitate warm up
* Direct students to Dickinson poems
* Divide students into four groups
* Have students complete TPCASTT and analyzing text in groups
* Students create poster for poems and present
 | * Complete warm up
* Emily Dickinson
* 4 poems
* TPCASTT
* Analyzing the text questions
* Poster presentation
 | * A: Dickinson poetry
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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: 11/27 |

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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** | I 3.2I 3.3I 3.4 | * Examine historical, social, or political context
* Gather info form a variety of sources
* Organize and categorize info; synthesize info
 | * Project agenda
* Distribute journal prompt for warm up
* Facilitate discussion
* Distribute WebQuest assignment; go over directions, divide students into groups of four
 | * Complete journal prompt
* Begin WebQuest assignment in small groups
 | * A: WebQuest
 |
| **Tuesday** | I 3.2I 3.3I 3.4 | * Examine historical, social, or political context
* Gather info form a variety of sources
* Organize and categorize info; synthesize info
 | * Project agenda
* Continue WebQuest assignment
* Review knowledge from WebQuest
* Distribute exit slip
 | * Finish WebQuest assignment in small groups
* Complete exit slip
 | * A: WebQuest
* A: exit slip
 |
| **Wednesday** | RI 9.1RI 6.1 | * Use context clues to determine meaning of words
* Determine central idea of a text
 | * Project agenda
* Direct student groups from WebQuest to posters around room
* Go over rules for carousel
* Transition to text
* Monitor student progress
 | * Vocabulary Carousel with WebQuest vocabulary
* Excerpt from “The Harvest Gypsies”
* Reading comprehension questions
* Discussion questions
 | * A: Harvest Gypsies
* HW: Chapter 1 reading and questions
 |
| **Thursday** | RL 6.1RL 8.1 | * Determine theme of a text
* Analyze character development
 | * Project agenda
* Distribute chapter 1 quizzes (15 min.)
* Distribute poems; discuss allusion
* Facilitate discussion
* Distribute mini-bio sheets
 | * Chapter 1 quiz
* “To a Mouse” questions and comparisons
* Writing prompt
* Small group discussion
* Create mini-bio of George and Lennie
 | * A: Chapter 1 quiz
* A: “To a Mouse”
* A: mini-bio
* HW: Chapter 2 reading and questions
 |
| **Friday** | RI 5.1RI 6.1 | * Cite textual evidence
* Determine central idea of a text
 | * Project agenda
* Distribute chapter 2 quiz (15 min.)
* Distribute text and prompt/questions
* Facilitate On the Fence activity
 | * Chapter 2 quiz
* “Three Types of Friendship”
* Prompt
* Questions
* On the Fence activity

  | A: prompt and questions |

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