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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 5.1  RL 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 6  RL 5.1  RL 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 5.1  RL 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 7  RL 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 5.1  RL 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 | |

\* 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 3.2  I 3.3  I 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 3.2  I 3.3  I 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 9.1  RI 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 6.1  RL 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 5.1  RI 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 | |

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