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

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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 5.1RI 10.1 | * Cite textual evidence
* Determine author’s purpose or p.o.v.
 | * Facilitate warm up
* Review directions for chart; provide students 15 minutes to complete
* Direct students to learning target
* Direct students to text in close reader
 | * Complete warm up
* Finish compare/contrast chart
* Begin reading “Abigail Adams Last Act of Defiance” and completing reading questions
 | * A: reading questions
 |
| **Tuesday** | RI 5.1RI 10.1 | * Determine author’s purpose or p.o.v.
 | * Facilitate warm up
* Review previous day’s reading
* Monitor student progress
 | * Continue reading “Abigail Adams Last Act of Defiance” and completing reading questions
 | * A: reading questions
 |
| **Wednesday** | RL 6.1RL 9.1 | * Analyze a theme
* Analyze figurative language
 | * Facilitate warm up
* Direct students to text in textbook
* Have students complete reading and question independently
 | * Read colonial poetry from Phyllis Wheatley and Phillip Freneau
* Complete the analyzing the text questions (p. 158)
 | * A: analyzing the text questions
 |
| **Thursday** | RI 10.1W 6 | * Determine author’s purpose or p.o.v.
* Write for a specific task
 | * Facilitate warm up
* Distribute organizer and text
* Model example in organizer
* Monitor student groups
* Facilitate discussion of text
* Distribute quick write for ticket out the door
 | * Read Washington Post article “Five Myths of the Founding Fathers”
* Complete SOAPSTone and writing prompt
 | * A:SOAPSTone and writing prompt
 |
| **Friday** |   | NO SCHOOL |

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

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

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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 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
 |
| **Tuesday** | 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
 |
| **Wednesday** | L 4 | * Demonstrate understanding of language conventions
 | * Facilitate warm up
* Direct students to NoRedInk link through Google classroom
* When students complete online practice, distribute the multiple choice practice sheet
 | * Complete parallel structure practice lesson on NoRedInk
* Complete additional multiple choice practice of parallel structure
 | * A: parallel structure practice
 |
| **Thursday** | W 6 | * Write for a specific purpose
 | * Facilitate warm up
* Distribute rubric; facilitate jigsaw activity
* Distribute prompt; facilitate breaking down the prompt activity
 | * Preview rubric for writing task
* Break down the prompt
 | * A: breaking down the prompt
 |
| **Friday** |   | NO SCHOOL |

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