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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 5.1  RI 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 5.1  RI 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 6.1  RL 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 10.1  W 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 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 | |
| **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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