|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Pilkey | Course: English 3 | Period(s): 1, 2, 4, and 6 | Week of: 12/4 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 9.1 | * Analyze author’s use of figurative language, diction, etc. | | * Direct students to take out independent reading books (20 min.) * Direct students to p. 199 and the Emily Dickinson poems; * Students will read and complete analyzing the text questions | | * Read independently * Read 4 poems of Emily Dickinson and answer analyzing the text questions | | * A: analyzing the text questions | |
| **Tuesday** | RL 9.1 | * Analyze author’s use of figurative language, diction, etc. | | * Direct students to take out independent reading books (20 min.) * Divide students into pre-made groups * Give each group a poem * Go over poetry presentation directions * Monitor student progress | | * Independent reading * Complete a poetry analysis in groups looking for: * Figurative language * Diction * Conventions * Theme | | * A: poetry analysis/presentation | |
| **Wednesday** | C 3.2 | * Construct and present an engaging visual presentation | | * Direct students to take out independent reading books (20 min.) * Give students time to rehearse presentations (7 min.) * Evaluate presentations | | * Independent reading * Poetry presentations | | * A: poetry presentations | |
| **Thursday** | RI 6.1 | * Determine two or more central ideas | | * Direct students to take out independent reading books (20 min.) * Direct students to their close reader to read the two Emmerson essays and answer all questions, including short answer | | * Independent reading * Emmerson essays (Nature and Self-reliance) in close reader | | * A: close reader | |
| **Friday** | RL 5.1  RL 6.1 | * Cite textual evidence * Determine the central idea | | * Facilitate poetry presentations * Distribute guided notes sheet * Display video * Divide students into groups of 4-5; review reciprocal teaching * Monitor student progress | | Poetry presentations   * View reciprocal teaching video and complete notes/discuss * Reciprocal teaching round #1 with “The Minister’s Black Veil” | | * A: reciprocal teaching | |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Pilkey | Course: English I Honors | Period(s): 3 | Week of: 12/4 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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 6.1 | * Determine two or more central ideas | | * Direct students to take out independent reading books (20 min.) * Distribute quizzes; collect quizzes * Direct students to commonlit.org assignment | | * Read independently * Complete chapter 1 quiz * Read the text “To a Mouse” on commonlit.org and answer reading comprehension questions | | * A: Chapter 1 quiz | |
| **Tuesday** | C 1.6  RL 5.1 | * Utilize various modes of communication * Cite specific textual evidence; write an objective summary | | * Direct students to take out independent reading books (20 min.) * Facilitate discussion * Dived students into groups of 4 * Model reciprocal teaching * Monitor student groups | | * Read independently * Discuss Chapter 1: * Relationship of Lennie and George * The incident in Weed * Their dreams * Complete reciprocal teaching roles for chapter 2 | | * A: reciprocal teaching * HW: complete chapter 1 and 2 vocab. map; vocab quiz tomorrow | |
| **Wednesday** | W 1.1 | * Write an argument | | * Distribute vocabulary quiz * Distribute “Three Types of Friendship” article and have students answer reading questions * Distribute TDA response and EOC rubric; go over rubric w/ students * Student begin day 1 of prompt | | * Complete vocabulary quiz for Chapter 1 and 2 * Complete “Three Types of Friendship” article * Begin TDA response | | * A: TDA response | |
| **Thursday** | W 1.1 | * Write an argument | | * Remind students today is the last day for TDA * When students are finished, they may read independently | | * Day 2 of TDA response * Independent reading | | A: TDA response | |
| **Friday** | C 1.6  RL 5.1 | * Utilize various modes of communication * Cite specific textual evidence; write an objective summary | | * Distribute Chapter 2 quiz * Facilitate chapter 3 reciprocal teaching | | * Chapter 2 quiz * Chapter 3 reciprocal teaching | | * A: reciprocal teaching * HW: finish chapter 3; quiz Monday | |

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