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

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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 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

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| **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 5.1RL 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
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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: 12/4 |

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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 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 1.6RL 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 1.6RL 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.