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| Teacher: Pilkey | Course: English 3 | Period(s): 1,2,4,6 | Week of: 8/28 |

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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 | * Take detailed notes on MLA citation | | * Project agenda PPT * Ask students to take out notes from Friday * Project MLA citation video 1 * Play short note-taking video; ask students to complete Cornell notes for 2nd video * Share notes with students | | * Complete guided notes * Complete Cornell notes | | * A: guided notes and Cornell notes | |
| **Tuesday** | W 2g | * Demonstrate knowledge of MLA citation through practice citing multiple types of sources | | * Project agenda PPT * Distribute MLA citation practice * Monitor student progress * Distribute HW assignment | | * Take Cornell notes while viewing MLA citation PPT * Complete practice in groups * Share responses | | * A: MLA citation practice/additional notes * HW: Lesson 10 MLA practice; study for test | |
| **Wednesday** | W 2g | * Demonstrate knowledge of MLA and plagiarism through an assessment | | * Project agenda PPT * Distribute MLA/plagiarism test * Go over directions with students * Monitor student progress * Distribute plagiarism contract for students and guardians to sign | | * Complete MLA/plagiarism test | | * A: MLA/plagiarism test | |
| **Thursday** | W 6 | * Write detailed notes using the Cornell note method. | | * Project agenda PPT * Direct students to “of Plymouth Plantation” in the textbook * Ask students to take Cornell notes while listening to text * Pause audio and facilitate discussion | | * Take Cornell notes while reading/listening to “of Plymouth Plantation” | | * A: Cornell notes | |
| **Friday** | W 6 | * Write detailed notes using the Cornell note method. | | * Project agenda PPT * Continue audio of text * Direct students to book assignments * Ask students to complete exit slip as they leave | | * Complete Cornell notes * Complete performance task and critical vocabulary activities * Exit Slip: How is O.P.P. connected to the unit question? | | * A: performance task/critical vocabulary * A: exit slip | |

\* 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: 8/28 |

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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 | * Write detailed notes on MLA citation. | | * Project agenda PPT * Ask students to take out notes from Friday * Project MLA citation video 1 * Play short note-taking video; ask students to complete Cornell notes for 2nd video * Share notes with students | | * Complete guided notes * Complete Cornell notes | | * A: guided notes and Cornell notes | |
| **Tuesday** | W 2g | * Demonstrate knowledge of MLA citation through practice citing multiple types of sources | | * Project agenda PPT * Distribute MLA citation practice * Monitor student progress * Distribute HW assignment | | * Take Cornell notes while viewing MLA citation PPT * Complete practice in groups * Share responses | | * A: MLA citation practice/additional notes * HW: Lesson 10 MLA practice; study for test | |
| **Wednesday** | W 2g | * Demonstrate knowledge of MLA and plagiarism through an assessment | | * Project agenda PPT * Distribute MLA/plagiarism test * Go over directions with students * Monitor student progress * Distribute plagiarism contract for students and guardians to sign | | * Complete MLA/plagiarism test | | * A: MLA/plagiarism test | |
| **Thursday** | RI 10.1 | * Analyze use of p.o.v. and how it creates effective rhetoric | | * Project agenda PPT * Distribute detailed timeline of 9/11 for background info * Distribute SOAPStone organizers; model first category and have students complete on their own | | * Complete SOAPStone organizer for “Quilt of a Country” | | * A: SOAPStone organizer * HW: analyzing the text, critical vocab. and vocab. strategy | |
| **Friday** | RI 10.1 | * Analyze use of p.o.v. and how it creates effective rhetoric | | * Project agenda PPT * Distribute warm up * Direct students to assignments for “Quilt of a Country” * Distribute HW writing prompt | | * Complete warm-up * Complete performance task and noun clause practice | | * A: performance task/noun clause practice * HW: written response | |

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