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| Teacher: Pilkey | Course: English 3 | Period(s): 1,2,4,6  |  Week of: 9/18 |

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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 text evidence
* Analyze author’s tone and influence on purpose
 | * Project agenda
* Distribute weekly warm up
* Have students write Donors Choose letters
* Distribute article and DIDLS chart
* Read article aloud
 | * Write a letter to Donors Choose
* Complete DIDLS for an article about diversity
 | * A: DIDLS chart
 |
| **Tuesday** | RI 5.1RI 10.1 | * Cite textual evidence
* Determine author’s purpose
 | * Project agenda
* Facilitate warm up
* Direct students to text (popcorn 1st, 2nd, and 4th/audio 6th)
* Pause and discuss
 | * Begin reading “Blaxicans and Other Reinvented Americans”
* Complete guided reading questions
 | * A: guided reading questions
 |
| **Wednesday** | RI 5.1RI 10.1 | * Cite textual evidence
* Determine author’s purpose
 | * Project agenda
* Facilitate warm up
* Direct students to text
* Pause and discuss
* Distribute paper copy of text and DIDLS chart for HW
 | * Continue reading “B.O.R.A.” and guided reading questions
 | * A: guided reading questions
* HW: DIDLS chart
 |
| **Thursday** | RL 5.1RL 6.1 | * Cite textual evidence
* Analyze development of themes
 | * Project agenda
* Facilitate warm up
* Direct students to close reader text
* Pause and discuss
 | * Read and complete questions for “Mother Tongue”
 | * A: close reader
* HW: finish close reader
 |
| **Friday** | RI 10.1 | * Determine author’s purpose
 | * Project agenda
* Facilitate warm up
* Distribute “How to Fight Monsters”; have students read in groups and answer questions
* Direct students to close reader
* Facilitate discussion of comparisons
 | * Read “How to Fight Monsters” and “Indian Boy Love Song #2” and complete questions/close reader
 | * A: close reader and questions
 |

\* 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: 9/18 |

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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 of a text
 | * Project agenda
* Distribute weekly warm up
* Direct students to “Gettysburg Address”
* Play video of address to read along with
* Direct students to SOAPSTone
 | * Read/watch the “Gettysburg Address” and complete SOAPSTone organizer
 | * A: SOAPSTone organizer
 |
| **Tuesday** | RI 5.1RI 10.1 | * Cite text evidence
* Determine author’s purpose
 | * Project agenda
* Facilitate warm up
* Play speech while students read along and complete guided questions
* Direct students to SOAPSTone for HW assignment
 | * Read/watch “Oaklahoma Bombing Memorial Address” and complete close reader
 | * A: close reader
* HW: SOAPSTone
 |
| **Wednesday** | RL 5.1RL 7.1 | * Cite textual evidence
* Analyze themes across mediums
 | * Project agenda
* Facilitate warm up
* Project video for “Views of Vietnam Wall” and direct students to poem
* Facilitate questions and performance task
* Monitor individual student progress
 | * Read/view “Views of Vietnam Wall”
* Complete analyzing the text questions and performance task
 | * A: analyzing the text and performance text
 |
| **Thursday** | W 1.1a | * Write a clearly articulated and well-defined claim (thesis)
 | * Project agenda
* Facilitate warm up
* Distribute performance task assignment and rubric
* Mini-lesson on thesis development
* Monitor individual student progress
 | * Begin Performance Task for Collection 1: Speech
* Develop thesis statement
 | * A: develop thesis statement
 |
| **Friday** | W 1.1b | * Use relevant information from multiple print and multimedia sources
 | * Project agenda
* Facilitate warm up
* Direct students to daily purpose
* Monitor individual student progress
 | * Continue Performance Task
* Gather evidence
 | * A: gather evidence
 |

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