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

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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** |  | NO SCHOOL – LABOR DAY | | | | | | | |
| **Tuesday** | W 1.1 | * Write an argument | | * Project and distribute bell ringer * Go over bell ringer w/ students * Distribute TDA response and rubric * Monitor student progress | | * Complete bell ringer * Respond to a TDA response | | * A: TDA response | |
| **Wednesday** | RI 6.1  RI 10.1 | * Determine an author’s central idea of a text * Determine an author’s purpose in a text | | * Project bell ringer; go over * Direct students to their close readers and give directions * Pause and discuss | | * Complete bell ringer * Read and complete “from The General History of Virginia” in the close reader | | * A: close reader * HW: complete close reader | |
| **Thursday** | RI 6.1  RI 10.1 | * Determine an author’s central idea of a text * Determine an author’s purpose in a text | | * Project bell ringer; go over * Direct students to the text * Read aloud; pause and discuss | | * Complete bell ringer * Begin reading “Coming of Age in the Dawnland” * Complete Cornell notes | | * A: Cornell notes | |
| **Friday** | RI 6.1  RI 10.1 | * Determine an author’s central idea of a text * Determine an author’s purpose in a text | | * Project bell ringer; go over * Direct students to text * Review previous reading * Direct students to assignment | | * Complete bell ringer * Continue reading “Coming of Age in the Dawnland” * Complete analyzing the text questions and the vocabulary/language strategy activities | | * A: analyzing the text, vocab/language strategies | |

\* 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: 9/4 |

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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** |  | NO SCHOOL – LABOR DAY | | | | | | | |
| **Tuesday** | RI 6.1 | * Determine an author’s central idea of a text | | * Project and distribute bell ringer; go over with students * Direct students to text; complete “O.P.P” | | * Complete bell ringer * Complete Cornell Notes for “Of Plymouth Plantation” | | * A: Cornell notes * HW: Performance Task | |
| **Wednesday** | W 1.1 | * Write an argument | | * Project bell ringer; go over * Distribute TDA response and rubric * Monitor student progress | | * Complete bell ringer * Respond to a TDA response | | * A: TDA response | |
| **Thursday** | RI 6.1  RI 10.1 | * Determine an author’s central idea of a text * Determine an author’s purpose in a text | | * Project bell ringer; go over * Direct students to their close readers and give directions * Pause and discuss | | * Complete bell ringer * Read and complete “from The General History of Virginia” in the close reader | | * A: close reader * HW: complete close reader | |
| **Friday** | RI 6.1  RI 10.1 | * Determine an author’s central idea of a text * Determine an author’s purpose in a text | | * Project bell ringer; go over * Direct students to the text * Read aloud; pause and discuss | | * Complete bell ringer * Begin reading “Coming of Age in the Dawnland” * Complete Cornell notes | | * A: Cornell notes | |

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

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| Teacher: Pilkey | Course: English 1 Honors | Period(s): 3 | Week of: 9/4 |

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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** |  | NO SCHOOL – LABOR DAY | | | | | | | |
| **Tuesday** | W 1.1 | * Write an argument | | * Project and distribute bell ringer; go over * Complete a walkthrough tutorial of Google Classroom * Distribute TDA prompt and rubric * Monitor student progress | | * Complete bell ringer * Introduction to Google Classroom * Respond to a TDA response | | * A: TDA response | |
| **Wednesday** | RI 5.1  RI 6.1  RI 11.2 | * Cite textual evidence * Determine an author’s central idea of a text * Analyze and critique an argument | | * Project bell ringer; go over * Direct students to close reader and give directions * Pause and discuss | | * Complete bell ringer * Read and complete “Making the Future Better Together” in the close reader | | * A: close reader * HW: watch Apartheid video and take Cornell notes | |
| **Thursday** | RL 6.1  RL 9.1 | * Determine a theme * Analyze the use of figurative language, or diction | | * Project bell ringer; go over * Facilitate discussion * Distribute critical analysis grid * Model example response * Popcorn read/read aloud text | | * Complete bell ringer * Discuss Apartheid notes * Begin reading “Once Upon a Time” and complete critical analysis grid while reading | | * A: critical analysis grid * HW: watch prepositional phrases video | |
| **Friday** | RL 6.1  RL 9.1 | * Determine a theme * Analyze the use of figurative language, or diction | | * Project bell ringer; go over * Complete text * Direct students to assignment | | * Complete bell ringer * Finish “Once Upon a Time” * Complete analyzing the text questions | | * A: analyzing the text * HW: critical vocabulary/vocab strategy | |

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