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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 6.1RI 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 6.1RI 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 6.1RI 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 6.1RI 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 6.1RI 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 5.1RI 6.1RI 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 6.1RL 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 6.1RL 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
 |

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