**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: January 3-5

Key Learning Concepts: A true account of an event, such as a memoir, can be compelling and informative and present a different perspective of a true event.

Unit Essential Question: How can I best express a true event?

Benchmark Standards Addressed**:** LAFS.910.RL.2.6 Analyze a particular point of view or culture experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Level 3) Reading: Informational Text LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or la Whole group: Context Clue Prezi and handout- discusses the types, and strategies.Small group: Use the context clues in Jabberwocky to discover the meaning of the excerpt. Groups will share when completed.rger portions of a text (e.g., a section or chapter). (Level 3) LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Level 3) LAFS.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (Level 2) Writing LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (Level 3) LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Level 4) LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Level 4) Speaking and Listening LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Level 3) LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (Level 3) LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Level 3) Language LAFS.910.L.1.2a Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. (Level 2) LAFS.910.L.1.2b Use a colon to introduce a list or quotation.

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| **A Day 1,3,5** | **B Day 2,4,6** | **A Day 1,3,5** | **B Day 2,4,6** | **A Day 1,3,5** | **B Day 2,4,6** |
| **Bell Work:**Grammar bk. Pg 349 Ex 13 | **Bell Work:** Agenda; Grammar bk. Pg 349 Ex 13 | **Bell Work:** Agenda, Mug Shot 11 | **Bell Work:**Agenda;  | **Bell Work:**Agenda;  | **Bell Work:**Agenda,  |
| **Essential Question:** We will read and analyze the text to find authors purpose, central ideas and inference.I will read the novel, The Book Thief and infer various point of views and how they relate to the theme of the novel. | **Essential Question:** We will read and analyze the text to find authors purpose, central ideas and inference.I will read the novel, The Book Thief and infer various point of views and how they relate to the theme of the novel. | **Essential Question**We will read and analyze the text to find authors purpose, central ideas and inference.I will read the novel, The Book Thief and infer various point of views and how they relate to the theme of the novel. | **Essential Question:** | **Essential Question:** | **Essential Question:** |
| **Activating Strategy:** Pre-reading activities, thematic framing and prediction summary | **Activating Strategy:** Pre-reading activities, thematic framing and prediction summary | **Activating Strategy:** Draw Theme and Symbols Evidence Charts | **Activating Strategy:** | **Activating Strategy:** | **Activating Strategy:** |
| **Teaching Strategy:****Whole Group:**\*Audio of the Prologue\*Complete and discuss guiding questions 1-10Complete vocabulary frayers | **Teaching Strategy:****Whole Group:**\*Audio of the Prologue\*Complete and discuss guiding questions 1-10Complete vocabulary frayers | **Teaching Strategy:** **Whole Group:**\*Audio pages 19-35\*Begin completing a theme evidence chart for each theme depicted with the novel | **Teaching Strategy:** | **Teaching Strategy:** | **Teaching Strategy:** |
| **Summarizing Strategy:****Exit ticket- answer the 3 comprehension questions** | **Summarizing Strategy:****Exit ticket- answer the 3 comprehension questions** | **Summarizing Strategy:**Exit ticket- answer the 3 quick questions about today’s reading | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:**Prologue and Part 1 quiz  | **Assessment:**Prologue and Part 1 quiz | **Assessment:**Prologue and Part 1 quiz | **Assessment:** | **Assessment:** | **Assessment:** |
| **Key Vocabulary:**Suffice, genially, intonations, allude, abhorrence, traipsing, shrouded, grapple, amiable, malicious, abhorrence, septic, corrode, unsavory, echelon, illustrious, hiatus, vehement, ponderous, induce, raucous, catalyst, nefarious, lacerate, infamy, luminary, morbidity, itemize, vital, scythe, seethe | **Key Vocabulary:**Suffice, genially, intonations, allude, abhorrence, traipsing, shrouded, grapple, amiable, malicious, abhorrence, septic, corrode, unsavory, echelon, illustrious, hiatus, vehement, ponderous, induce, raucous, catalyst, nefarious, lacerate, infamy, luminary, morbidity, itemize, vital, scythe, seethe | **Key Vocabulary:** Suffice, genially, intonations, allude, abhorrence, traipsing, shrouded, grapple, amiable, malicious, abhorrence, septic, corrode, unsavory, echelon, illustrious, hiatus, vehement, ponderous, induce, raucous, catalyst, nefarious, lacerate, infamy, luminary, morbidity, itemize, vital, scythe, seethe | **Key Vocabulary:** | **Key Vocabulary:** | **Key Vocabulary:** |