**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: Nov. 13-17

Key Learning Concepts: Word Choice, presentation medium, rhetoric, reasoning, and tone contribute to the significance of an argument.

Unit Essential Question: How do I better understand the factors that contribute to a strong argument?

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:**  Agenda; | **Bell Work:**  Agenda; MUG 10 | **Bell Work:**  Agenda; MUG 10 | **Bell Work:**  Agenda; Lit Term 10 | **Bell Work:**  Agenda; Lit Term 10 | **Bell Work:**  Agenda; Grammar Bk pgs. 344-346 Pronoun Notes |
| **Essential Question:** | **Essential Question:**  We will discuss how authors develop their ideas through author’s purpose and rhetoric.  I will create a chart listing the rhetorical devices used and the emphasis they had on the text. | **Essential Question**  We will discuss how authors develop their ideas through author’s purpose and rhetoric.  I will create a chart listing the rhetorical devices used and the emphasis they had on the text. | **Essential Question:**  We will discuss how authors develop their ideas through author’s purpose and rhetoric.  I will create a chart listing the rhetorical devices used and the emphasis they had on the text. | **Essential Question:**  We will discuss how authors develop their ideas through author’s purpose and rhetoric.  I will create a chart listing the rhetorical devices used and the emphasis they had on the text. | **Essential Question:**  We will discuss how authors develop their ideas through author’s purpose and rhetoric.  I will create a chart listing the rhetorical devices used and the emphasis they had on the text. |
| **Activating Strategy:** | **Activating Strategy:**  Dr. King’s speech, he dreams of the day where all men are treated equally. Do you feel that we have accomplished this as a country? | **Activating Strategy:**  Dr. King’s speech, he dreams of the day where all men are treated equally. Do you feel that we have accomplished this as a country? | **Activating Strategy:** | **Activating Strategy:** | **Activating Strategy:** |
| **Teaching Strategy:** | **Teaching Strategy:**  MLK’s “I Have a Dream” speech, pgs. 48-51  Complete paragraph summaries  Vocabulary Frayers for story vocabulary | **Teaching Strategy:**  MLK’s “I Have a Dream” speech, pgs. 48-51  Complete paragraph summaries  Vocabulary Frayers for story vocabulary | **Teaching Strategy:**  **MLK’s “I Have a Dream” speech, pgs. 48-51**  **Audio version of text, watch close read screencasts**  **Watch the video from actual speech-compare and contrast the two mediums. *“What are the advantages and disadvantages to both?”***  **- Rhetorical device packet (due after Thanksgiving break)** | **Teaching Strategy:**  **MLK’s “I Have a Dream” speech, pgs. 48-51**  **Audio version of text, watch close read screencasts**  **Watch the video from actual speech-compare and contrast the two mediums. *“What are the advantages and disadvantages to both?”***  **- Rhetorical device packet (due after Thanksgiving break)** | **Teaching Strategy:**  ***Vocabulary Quiz***  ***PPT Questions (T.I.P.S.)***  ***Next Class- all classwork, packets and story test*** |
| **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:** | **Assessment:**  Vocabulary quiz 11/17 & 11/27  Story test 11/28 & 11/29 | **Assessment:**  Vocabulary quiz 11/17 & 11/27  Story test 11/28 & 11/29 | **Assessment:**  Vocabulary quiz 11/17 & 11/27  Story test 11/28 & 11/29 | **Assessment:**  Vocabulary quiz 11/17 & 11/27  Story test 11/28 & 11/29 | **Assessment:**  Vocabulary quiz 11/17 & 11/27  Story test 11/28 & 11/29 |
| **Key Vocabulary:** | **Key Vocabulary:**  **Redemptive, default, degenerate, inextricably, desolate, Decree, manacles, hew, jangling**  ***Academic Vocab.:* rhetorical device, extended metaphor, seminal document, Logos, pathos, ethos** | **Key Vocabulary:**  **Redemptive, default, degenerate, inextricably, desolate, Decree, manacles, hew, jangling**  ***Academic Vocab.:* rhetorical device, extended metaphor, seminal document, Logos, pathos, ethos** | **Key Vocabulary:**  **Redemptive, default, degenerate, inextricably, desolate, Decree, manacles, hew, jangling**  ***Academic Vocab.:* rhetorical device, extended metaphor, seminal document, Logos, pathos, ethos** | **Key Vocabulary:**  **Redemptive, default, degenerate, inextricably, desolate, Decree, manacles, hew, jangling**  ***Academic Vocab.:* rhetorical device, extended metaphor, seminal document, Logos, pathos, ethos** | **Key Vocabulary:**  **Redemptive, default, degenerate, inextricably, desolate, Decree, manacles, hew, jangling**  ***Academic Vocab.:* rhetorical device, extended metaphor, seminal document, Logos, pathos, ethos** |