**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: Oct. 17-20

Key Learning Concepts: Author’s make specific choices to influence the reader’s perspective on character and plot.

Unit Essential Question: How do different elements of text affect our understanding of what we read?

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; Grammar bk. Pg. 396 Ex. 7 | **Bell Work:** Agenda; Grammar bk. Pg. 396 Ex. 7 | **Bell Work:**Agenda; Mug Shot 7 | **Bell Work:**Agenda; Mug Shot 7 | **Bell Work:** |
| **Essential Question:** We will analyze the author’s choices and complex characters in the text.I will make a visual representation of the main character to show complexity. | **Essential Question:** We will analyze the author’s choices and complex characters in the text.I will make a visual representation of the main character to show complexity. | **Essential Question**We will analyze the author’s choices and complex characters in the text.I will make a visual representation of the main character to show complexity. | **Essential Question:**We will analyze the author’s choices and complex characters in the text.I will make a visual representation of the main character to show complexity. | **Essential Question:**We will analyze the author’s choices and complex characters in the text.I will make a visual representation of the main character to show complexity. | **Essential Question:** |
| **Activating Strategy:**  | **Activating Strategy:**  | **Activating Strategy:**  | **Activating Strategy:**Hook:Has anyone ever done anything to you that made you want to get revenge on them? What did they do? What did you do? | **Activating Strategy:**Hook:Has anyone ever done anything to you that made you want to get revenge on them? What did they do? What did you do? | **Activating Strategy:** |
| **Teaching Strategy:**No School | **Teaching Strategy:**Finish “And of Clay” questions and written responseVocabulary Chart- Cask of AmontilladoHand out character project | **Teaching Strategy:** Finish “And of Clay” questions and written responseVocabulary Chart- Cask of AmontilladoHand out character project | **Teaching Strategy:**Begin Cask of Amontillado-initial read, paragraph summariesAudio read- discuss and clarify the story as we go.\*Discuss irony\* character types (complex, static, dynamic)\*mood & tone | **Teaching Strategy:**Begin Cask of Amontillado-initial read, paragraph summariesAudio read- discuss and clarify the story as we go.\*Discuss irony\* character types (complex, static, dynamic)\*mood & tone | **Teaching Strategy:** |
| **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** |
| **Key Vocabulary:** cask, amontillado, Carnival, revenge, unredressed, impunity, catacombs, preclude, motley, virtuoso, palazzo, puncheons, mason, flambeaux, niter, trowel, recess, mortar, gesticulation, immolation**Academic Vocabulary:** symbolism, irony, mood tone, complex character | **Key Vocabulary:** cask, amontillado, Carnival, revenge, unredressed, impunity, catacombs, preclude, motley, virtuoso, palazzo, puncheons, mason, flambeaux, niter, trowel, recess, mortar, gesticulation, immolation**Academic Vocabulary:** symbolism, irony, mood tone, complex character | **Key Vocabulary:** cask, amontillado, Carnival, revenge, unredressed, impunity, catacombs, preclude, motley, virtuoso, palazzo, puncheons, mason, flambeaux, niter, trowel, recess, mortar, gesticulation, immolation**Academic Vocabulary:** symbolism, irony, mood tone, complex character | **Key Vocabulary:**cask, amontillado, Carnival, revenge, unredressed, impunity, catacombs, preclude, motley, virtuoso, palazzo, puncheons, mason, flambeaux, niter, trowel, recess, mortar, gesticulation, immolation**Academic Vocabulary:** symbolism, irony, mood tone, complex character | **Key Vocabulary:** cask, amontillado, Carnival, revenge, unredressed, impunity, catacombs, preclude, motley, virtuoso, palazzo, puncheons, mason, flambeaux, niter, trowel, recess, mortar, gesticulation, immolation**Academic Vocabulary:** symbolism, irony, mood tone, complex character | **Key Vocabulary:** |