**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: Oct. 2-6

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; | **Bell Work:** Agenda; | **Bell Work:**Agenda; | **Bell Work:**Agenda; Grammar bk. Pg. 395, take notes and complete Ex. 5 | **Bell Work:**Agenda;  |
| **Essential Question:**  | **Essential Question:**  | **Essential Question** | **Essential Question:** | **Essential Question:**We will discuss the strategies used to determine theme/central idea in a text.I will identify the theme/central idea of the text using character analysis. | **Essential Question:** |
| **Activating Strategy:**  | **Activating Strategy:**  | **Activating Strategy:**  | **Activating Strategy:** | **Activating Strategy:**You tube video - You Tube video- Nevado del Ruiz Volcano in Columbia | **Activating Strategy:** |
| **Teaching Strategy:**Media Center Orientation | **Teaching Strategy:**Media Center Orientation | **Teaching Strategy:** Media Center Orientation | **Teaching Strategy:**Media Center Orientation | **Teaching Strategy:***And of Clay We Are Made-*Close reader wkbk. Pgs. 39-52Highlight VocabularyAudio version of story2 min quick writes | **Teaching Strategy:** |
| **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:**Vocabulary quiz- 10/12 & 10/13 | **Assessment:** |
| **Key Vocabulary:**  | **Key Vocabulary:**  | **Key Vocabulary:**  | **Key Vocabulary:** | **Key Vocabulary:** subterranean, cataclysm, presentiments, equanimity, fictive, ingenuity, commiserate, bureaucratic, obstinately, pandemonium, imperceptibly | **Key Vocabulary:**subterranean, cataclysm, presentiments, equanimity, fictive, ingenuity, commiserate, bureaucratic, obstinately, pandemonium, imperceptibly |