**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: **Aug. 21-25**

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; Agenda, Grammar Bk pg. 340-341 take notes and complete Ex. 1 | **Bell Work:**  Agenda; M.U.G. Shot 2 | **Bell Work:**  Agenda, M.U.G. Shot 2 | **Bell Work:**  Agenda, Literary Terms 2 | **Bell Work:**  Agenda, Literary Terms 2 | **Bell Work:**  Agenda; Grammar Bk. Pg. 341 Exercise 2 |
| **Essential Question:**  . | **Essential Question:**  We will discuss the purpose of context clues as a reading strategy, and the various types within text.  I will identify the various types of context clues and describe how they help to be understand the text. | **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 and explain how I came to that conclusion | **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 and explain how I came to that conclusion | **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 and explain how I came to that conclusion | **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 and explain how I came to that conclusion |
| **Activating Strategy:** | **Activating Strategy:** | **Activating Strategy:**  Reg: Hook question- “How important is image?”  Honors:  Pre-reading bias sheet | **Activating Strategy:**  Reg: Hook question- “How important is image?”  Honors:  Pre-reading bias sheet | **Activating Strategy:** | **Activating Strategy:** |
| **Teaching Strategy:** | **Teaching Strategy:**  **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. | **Teaching Strategy:**  **Chrome Cart**  **Eng. 1:**  The Necklace  Reg:  Quick write- How far would you go to protect your image? Why?  Begin Vocabulary Frayers  **Honors:**  Of Mice and Men (OMAM),  Begin OMAM  Historical Video  Sign-out novellas  Begin web quest-  Vocabulary Frayers | **Teaching Strategy:**  **Chrome Cart**  **Eng. 1:**  The Necklace  Reg:  Quick write- How far would you go to protect your image? Why?  Begin Vocabulary Frayers  **Honors:**  Of Mice and Men (OMAM),  Begin OMAM  Historical Video  Sign-out novellas  Begin web quest  Vocabulary Frayers | **Teaching Strategy:**  **Chrome Cart**  **Honors:**  Reading Ch.1,  Complete the prediction chart before/during reading  **Eng. Reg-**  1st read of “The Necklace”, complete page summaries (must be minimum of half page)  Continue working on Frayers | **Teaching Strategy:**  **Chrome Cart**  **Honors:**  Reading Ch.1,  Complete the prediction chart before/during reading  **Eng. Reg-**  1st read of “The Necklace”, complete page summaries (must be minimum of half page)  Continue working on Frayer |
| **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** |
| **Key Vocabulary:** | **Key Vocabulary:**  **English Reg:**  dowry, finesse, suppleness, incessantly, chagrin, immoderate, homage, odious, coquettish, vexed  **Honors:**  Juncture, recumbent, stilted, bindle, morosely, resignedly, pantomime, dejectedly, elaborate, pleaded, yammered | **Key Vocabulary:**  **English Reg:**  dowry, finesse, suppleness, incessantly, chagrin, immoderate, homage, odious, coquettish, vexed  **Honors:**  Juncture, recumbent, stilted, bindle, morosely, resignedly, pantomime, dejectedly, elaborate, pleaded, yammered | **Key Vocabulary:**  **English Reg:**  dowry, finesse, suppleness, incessantly, chagrin, immoderate, homage, odious, coquettish, vexed  **Honors:**  Juncture, recumbent, stilted, bindle, morosely, resignedly, pantomime, dejectedly, elaborate, pleaded, yammered | **Key Vocabulary:**  **English Reg:**  dowry, finesse, suppleness, incessantly, chagrin, immoderate, homage, odious, coquettish, vexed  **Honors:**  Juncture, recumbent, stilted, bindle, morosely, resignedly, pantomime, dejectedly, elaborate, pleaded, yammered | **Key Vocabulary:**  **English Reg:**  dowry, finesse, suppleness, incessantly, chagrin, immoderate, homage, odious, coquettish, vexed  **Honors:**  Juncture, recumbent, stilted, bindle, morosely, resignedly, pantomime, dejectedly, elaborate, pleaded, yammered |