

Jane Long Academy Lesson Plan Template with Unpacking the Standards

2016-2017

Course: English II

Teachers: Dewitt	Lesson Plan Week of: 8/22/16-9/30/16
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	8/22/16-8/26/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.19A		ELA.10.13A ELA.10.Fig19B ELA.10.6A		ELA.10.3A ELA.10.1A
	Verb(s) - What verbs define the actions students will need to take?	Students will reflect on understanding.		Students will plan a first draft. Students will make complex inferences to support understanding. Students will evaluate the role of diction and the effect of voice and tone.		Students will analyze the structure of prosody. Students will determine the meaning of grade level academic English words.
	Vocabulary (Academic and Content)	CHAMP		joust		karma
	Lesson Topic (Content Objective)	Introduction CHAMP		Big Picture "Who Am I?" Letter to Me Tone/Diction		Poetic Devices Gallery Walk
	ELPS (Language Objective)	C1AUse experiences		C5G Narrate, describe, and explain in writing		C4K Show comprehension through analytical skills
Lesson Cycle	Engage: Warm-Up/Opening (min)	Beginning PPT		SAT Word of the Day SSR		SAT Word of the DAY SSR
	Explore: Review (min):	CHAMP Class Routines/Norms		CHAMP		Tone and Diction
	Explain: Guided Practice (min):			Students will reflect and brainstorm about their strengths in English class,		Students will collaborate with their shoulder partners to define poetic

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				<p>the strategies that have worked for them in previous classes, and the goals they would like to achieve this year.</p> <p>How do voice and tone contribute to others perception of us? How is this relevant in literature? (Grease Clip)</p>		<p>devices.</p>
	Elaborate: Independent Practice (min):			Based on their reflections, students will draft a letter to me.		Students will apply knowledge of poetic devices during a gallery walk.
	Evaluate: Closing (min.):			Exit Ticket- Give an example of how one's tone can be perceived in two different ways.		Exit Ticket- Look up your favorite song. Please find one example of a poetic device in the lyrics. Write down your example.
Reinforcement	Materials/ Resources:					
	Homework					

*All lesson plans are subject to revisions and addendums by teacher.

*This lesson plan is designed to be a guide the teacher can use to engage in thoughtful planning of each lesson, to better integrate vertical alignment opportunities, and to ensure high order thinking opportunities throughout instructional timeframes.

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	8/29/16-9/2/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.1A ELA.10.Fig19B ELA.10.2C ELA.10.6A		ELA.10.1A ELA.10.Fig19B		ELA.10.Fig19B ELA.10.1A
	Verb(s) - What verbs define the actions students will need to take?	Students will determine the meaning of grade level academic words. Students will make complex inferences. Students will reflect on the figurative language of the text and compare it to its historical and cultural setting. Students will evaluate the role of syntax and diction and the effect of voice, tone, and imagery on a poem.		Students will determine the meaning of grade level academic English words. Students will make complex inferences to support understanding.		Students will make complex inferences and use texting to support understanding. Students will determine the meaning of grade level academic words.
	Vocabulary (Academic and Content)	laconic		lament		languish
	Lesson Topic (Content Objective)	Poetry "Theme for English B"		Poetry "Mirror"		BOY
	ELPS (Language Objective)	C4K Show comprehension through analytical skills		C4K Show comprehension through analytical skills.		C4J Show comprehension through inferential skills.

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Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR		SAT Word of the Day SSR		
	Explore: Review (min):	Poetic Devices		Poetic Devices		
	Explain: Guided Practice (min):	Annotate "Theme for English B" Students will draft a SAR.		Compare and Contrast two different poems titled "Mirror"		
	Elaborate: Independent Practice (min):	Collaborate in small groups to use TWIST to analyze "Theme for English B" and create a poster that depicts a graphic organizer of your findings.		View a reading of the first "Mirror." Then, with a partner, create your own visual representation of the second poem, "Mirror." Annotate and Analyze both poems		Students will take a beginning of the year assessment.
	Evaluate: Closing (min.):	Present posters		Exit ticket- Review: What is one similarity between the poems?		
Reinforcement	Materials/ Resources:					
	Homework					

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	9/5/16-9/9/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.3A ELA.10.13A		ELA.10.10B ELA.10.10A		ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA.10.11B
	Verb(s) - What verbs define the actions students will need to take?	Students will analyze the structure of prosody. Students will plan a first draft.		Students will analyze rhetorical strategies. Students explain shifts in perspective on arguments that cover the same topic. Evaluate the accuracy of the evidence.		Students will make complex inferences and use textual evidence to support understanding. Students will infer word meaning through identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Vocabulary (Academic and Content)	lassitude		laudable		lax
	Lesson Topic (Content Objective)	Poetry Quiz "Where I'm From"		Persuasive Texts Rhetoric Notes "Reading and the Cell"		Achieve 3000

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Lesson Cycle				Phone: An Up and Coming Romance” and “Cell Phones Don’t Contribute to Learning”		
	ELPS (Language Objective)	C4H Read silently for comprehension.		C4K Show comprehension through analytical skills.		C4J Show comprehension through inferential skills.
	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR		SAT Word of the Day SSR		SAT Word of the Day SSR
	Explore: Review (min):	Poetic Devices		Symbolism		Before reading poll
	Explain: Guided Practice (min):	Students will continue their big picture reflection of “Who Am I?” while they draft their poems. Analyze symbolism and its contribution to poetry.		Students will form opinions on technology and its benefits in the classroom. They will discuss their viewpoints with the class. Students will read and annotate two texts discussing the benefits and detriment of technology in the classroom.		Read the article with making connections annotation strategy
	Elaborate: Independent Practice (min):	Poetry Quiz		Analyze the text and draft a SAR.		Multiple Choice Questions Thought Question
	Evaluate: Closing (min.):	Exit Ticket- What symbolizes you?		Exit Ticket- SAR Format		After reading poll
Reinforcement	Materials/ Resources:					
	Homework					

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	9/12/16-9/16/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.13B		ELA.10.13A		ELA.10.Fig19B ELA.10.11A
	Verb(s) - What verbs define the actions students will need to take?	Students will structure ideas in a sustained and persuasive way.		Students will plan a first draft.		Students will make complex inferences and use text to support understanding. Students will evaluate text for the clarity of its graphic and visual appeal.
	Vocabulary (Academic and Content)	legacy		lesion		lethargy
	Lesson Topic (Content Objective)	Persuasive Essay		Persuasive Essay		Achieve 3000
	ELPS (Language Objective)	C5F Write using a variety of sentence structures and words		C5D Edit Writing		C4H Read silently for comprehension.
Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR		SAT Word of the Day SSR		SAT Word of the Day SSR
	Explore: Review (min):	Rhetoric		Thesis Concession Call to Action		Before reading poll
	Explain: Guided Practice (min):	Create a graphic organizer		Students will peer conference to discuss organization, clarity of writing, thoroughness of examples, and strong conclusions.		Making connections

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	Elaborate: Independent Practice (min):	Begin writing a rough draft		Students will complete their rough drafts.		Multiple Choice Questions Thought Question
	Evaluate: Closing (min.):	Exit Ticket- What is your thesis statement?		Exit Ticket- Why must a writer include a concession in a persuasive essay?		After reading poll
Reinforcement	Materials/ Resources:					
	Homework					

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	9/19/16-9/23/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.9a ELA.10.18B.i ELA.10.13A		ELA.10.Fib19B ELA.10.3A		ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA.10.11B
	Verb(s) - What verbs define the actions students will need to take?	Students will use resources to spell correctly and use correct punctuation. Students will structure ideas in a persuasive way.		Students will make complex inferences and use text to support understanding. Students will analyze prosody.		Students will make complex inferences and use textual evidence to support understanding. Students will infer word meaning through identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Vocabulary (Academic and Content)	lexicon		lieu		loiter
	Lesson Topic (Content Objective)	Final Draft		Snapshot #1		Achieve 3000
	ELPS (Language Objective)	C5F Write using a variety of sentence structures		C4K Show comprehension through analytical skills.		C4J Show comprehension through inferential skills.

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		and words.				
Lesson Cycle	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR		SAT Word of the Day SSR		SAT Word of the Day SSR
	Explore: Review (min):	Peer Conference Notes				Before reading poll
	Explain: Guided Practice (min):	Structure				Read the article with making connections annotation strategy
	Elaborate: Independent Practice (min):	Final Draft				Multiple Choice Questions Thought Question
	Evaluate: Closing (min.):	Exit Ticket: What is your strongest argument?				After reading poll
Reinforcement	Materials/ Resources:					
	Homework					

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	9/26/16-9/30/16	Monday-	Tuesday-	Wednesday-	Thursday-	Friday-
Pre-Planning: Unpacking the Standards	TEKS: (R) - Readiness Standard (S) -Supporting Standard ELPS (Language Objective)	ELA.10.Fig19B ELA.10.13C		ELA.10.8A ELA.10.10A ELA.10.Fig19B		ELA.10.Fig19B ELA.10.1C ELA.10.1D ELA.10.11B
	Verb(s) - What verbs define the actions students will need to take?	Students will make complex inferences and use text to support understanding. Students will revise drafts to improve style, word choice, and figurative language.		Students will analyze the controlling idea and specific purpose of a passage. Students explain shifts in perspective on arguments that cover the same topic. Evaluate the accuracy of the evidence. Students will make complex inferences and use text to support understanding.		Students will make complex inferences and use textual evidence to support understanding. Students will infer word meaning through identification and analysis of analogies and other word relationships. Students will show and explain the relationship between the origins and meaning of foreign words. Students will synthesize information from multiple graphical sources to draw conclusions about the ideas presented.
	Vocabulary (Academic and Content)	maim		marauder		marshal
	Lesson Topic (Content Objective)	Snapshot Review		Persuasive Texts Rhetorical Analysis "America Needs Its Nerds" and "All Work and No Play		Achieve 3000

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Lesson Cycle				Makes Jack a Nerd"		
	ELPS (Language Objective)	C3D Speak using grade level content area vocabulary		C4K Show comprehension through analytical skills.		C4J Show comprehension through inferential skills.
	Engage: Warm-Up/Opening (min)	SAT Word of the Day SSR		SAT Word of the Day SSR		SAT Word of the Day SSR
	Explore: Review (min):	Snapshot		Rhetorical strategies		Before reading poll
	Explain: Guided Practice (min):	Defend/debate Snapshot answers Re-teaching stations		Students will read and annotate two texts discussing the modern day views of intelligence.		Read the article with making connections annotation strategy
	Elaborate: Independent Practice (min):	Analysis of weak objectives		Analyze the text and draft a SAR. Ethos, Pathos, and Logos		Multiple Choice Questions Thought Question
	Evaluate: Closing (min.):	Exit Ticket- What area will be your main focus before our next Snapshot?		Exit Ticket- SAR Format		After reading poll
Reinforcement	Materials/ Resources:					
	Homework					