



Westside High School Lesson Plan Template

Teacher Name	Bandera-Duplantier	Unit Name	Voice in Synthesis
Course	English II PreAP	Dates	2/20-2/24

<p>Monday (2/19)</p> <p>No School</p>	
<p>Unit 3 Goal: To build students’ analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>	
<p>Tuesday (2/20)</p> <p>pp. 136-139</p> <p>Lesson 3.16 is what we are building to while reading the Crucible.</p>	<p>Daily Objective:</p> <ol style="list-style-type: none"> 1. Students will support a claim with relevant and convincing evidence. 2. Students will extend an academic conversation with relevant evidence. 3. Students will synthesis ideas from multiple characters, the text, and other students. <p>Agenda:</p> <ol style="list-style-type: none"> 1. Assign Teams and Small Groups 2. Assign Characters to Small Groups 3. Part 1: Preparing Index Cards 4. Part 2: Staging the Parlor Conversation 5. Part 3: Reflecting on the Conversation <p>Formative Assessment: Parlor Conversation</p> <p>Modifications: Written essay for students who need to make it up</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: The Movie</p> <p>Follow-Up/Homework: Major 3-Prep</p>
<p>Unit 3 Goal: To build students’ analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>	



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<p>Wednesday/Thursday (2/21-2/22)</p> <p>pp. 136-139</p> <p>Lesson 3.16 is what we are building to while reading the Crucible.</p>	<p>Daily Objective:</p> <ol style="list-style-type: none">1. Students will support a claim with relevant and convincing evidence.2. Students will extend an academic conversation with relevant evidence.3. Students will synthesis ideas from multiple characters, the text, and other students. <p>Agenda:</p> <ol style="list-style-type: none">1. Assign Teams and Small Groups2. Assign Characters to Small Groups3. Part 1: Preparing Index Cards4. Part 2: Staging the Parlor Conversation5. Part 3: Reflecting on the Conversation <p>Formative Assessment: Mock Trial Tomorrow</p> <p>Modifications: Written essay for students who need to make it up</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension: The Movie</p> <p>Follow-Up/Homework: Prep for Major 3</p>
<p>Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>	



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<p>Friday (2/23)</p> <p>pp. 136-139</p> <p>Lesson 3.16 is what we are building to while reading the Crucible.</p>	<p>Daily Objective:</p> <ol style="list-style-type: none">1. Students will support a claim with relevant and convincing evidence.2. Students will extend an academic conversation with relevant evidence.3. Students will synthesis ideas from multiple characters, the text, and other students. <p>Agenda:</p> <p>* Vocabulary Quiz 6 (Or push to Monday)</p> <ol style="list-style-type: none">1. Assign Teams and Small Groups2. Assign Characters to Small Groups3. Part 1: Preparing Index Cards4. Part 2: Staging the Parlor Conversation5. Part 3: Reflecting on the Conversation <p>Formative Assessment: N/A</p> <p>Modifications: Written essay for students who need to make it up. Vocabulary quiz contains italicized context clues.</p> <p>Intervention: Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall</p> <p>Extension:</p> <p>Follow-Up/Homework:</p>
	<p>Unit 3 Goal: To build students' analytical reading and writing skills so that they can develop and assert their evidence-based opinions with greater confidence and clarity.</p>