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| **Teacher Name** | **Bandera-Duplantier** | **Unit Name** | **The Past** |
| **Course** | **English IV** | **Dates** | **August 29-Sept 2** |

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| **Monday** | **Daily Objective:** Students will read a mentor text regarding the early years of life (David Copperfield, Midnight’s Children) and complete mimicry activity based on their chosen mentor text.  **ELA.12.4.A** Establish purpose for reading assigned and self-selected texts.  **ELA.12.4.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  **ELA.12.4.D** Create mental images to deepen understanding.  **ⓈELA.12.4.E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇELA.12.4.F** Make inferences and use evidence to support understanding.  **ⓇELA.12.4.G** Evaluate details read to analyze key ideas.  **ELA.12.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.  **ELA.12.5.A** Describe personal connections to a variety of sources, including self-selected texts.  **ELA.12.5.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.    **Agenda with Approximate Time Limits:**  Example:   1. Do Now Independent Reading 2. Salman Rushdie/Dickens Introduction (5 minutes) 3. Guided reading/think aloud of mentor texts w/ annotations (30 minutes) 3. Exit Ticket (5 minutes)   **Formative Assessment:** Share out of annotations within group and whole class  **Modifications:**  Annotation examples/annotation anchor chart  **Intervention:** Example annotations and guided annotations throughout  **Extension:** Continue reading for tomorrow’s class (either Dickens or Rushdie excerpt)  **Follow-Up/Homework:**  Email photos to yourself |
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| **Tuesday** | **Daily Objective:** Students will read a mentor text regarding the early years of life (David Copperfield, Midnight’s Children) and complete mimicry activity based on their chosen mentor text.  **ELA.12.4.A** Establish purpose for reading assigned and self-selected texts.  **ELA.12.4.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  **ELA.12.4.D** Create mental images to deepen understanding.  **ⓈELA.12.4.E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇELA.12.4.F** Make inferences and use evidence to support understanding.  **ⓇELA.12.4.G** Evaluate details read to analyze key ideas.  **ELA.12.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.  **ELA.12.5.A** Describe personal connections to a variety of sources, including self-selected texts.  **ELA.12.5.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.    **Agenda with Approximate Time Limits:**  Example:   1. Do Now Independent Reading 2. Salman Rushdie/Dickens Introduction (5 minutes) 3. Guided reading/think aloud of mentor texts w/ annotations (30 minutes) 3. Exit Ticket (5 minutes)   **Formative Assessment:** Share out of annotations within group and whole class  **Modifications:**  Annotation examples/annotation anchor chart  **Intervention:** Example annotations and guided annotations throughout  **Extension:** Continue reading for tomorrow’s class (either Dickens or Rushdie excerpt)  **Follow-Up/Homework:** Email photos to yourself |
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| **Wednesday/Thursday** | **Daily Objective:**  Students will work individually to create the first three chapters of their legacy project, including pictures and examples brought from home.  **ELA.12.4.A** Establish purpose for reading assigned and self-selected texts.  **ELA.12.4.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  **ELA.12.4.D** Create mental images to deepen understanding.  **ⓈELA.12.4.E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇELA.12.4.F** Make inferences and use evidence to support understanding.  **ⓇELA.12.4.G** Evaluate details read to analyze key ideas.  **ELA.12.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.  **ELA.12.5.A** Describe personal connections to a variety of sources, including self-selected texts.  **ELA.12.5.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.    **Agenda with Approximate Time Limits:**   1. Do Now: Independent Reading/Journal Entry (30 min)  2. Review assignment expectations/rubric (5) 3. Independent Work on Legacy Project (50 minutes)  4. Exit Ticket (Check in Survey)  **Formative Assessment:**  Check in Survey  **Modifications: Shortened chapter expectations**  **Intervention:**  **Extension:**  **Follow-Up/Homework:** Finish chapter 1 |
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| **Friday** | **Daily Objective:**  Students will create a poem inspired by an excerpt from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They will then use this poem as a catalyst for chapter 3 of their legacy project.  **ELA.12.4.A** Establish purpose for reading assigned and self-selected texts.  **ELA.12.4.B** Generate questions about text before, during, and after reading to deepen understanding and gain information.  **ELA.12.4.D** Create mental images to deepen understanding.  **ⓈELA.12.4.E** Make connections to personal experiences, ideas in other texts, and society.  **ⓇELA.12.4.F** Make inferences and use evidence to support understanding.  **ⓇELA.12.4.G** Evaluate details read to analyze key ideas.  **ELA.12.4.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.  **ELA.12.5.A** Describe personal connections to a variety of sources, including self-selected texts.  **ELA.12.5.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.  **Agenda with Approximate Time Limits:**  1. Do Now: Independent Reading  2. Excerpt Read Aloud w/ Instructions: Students will be directed to write words or short phrases from the mentor text that stand out to them.  3. Poem Recreation Activity: Students will use their chosen words to create a poem with the same thematic idea as the mentor text.   4. Exit Ticket: Share poem with neighbor  **Formative Assessment:**   Finished poem  **Modifications: Shorten poem requirement**  **Intervention:** Reread excerpt/provide excerpt for ESL/SPED students  **Extension:**  **Follow-Up/Homework:** Complete poem and continue chapters 1-3 |