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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
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**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  |