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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Voice in Synthesis** |
| **Course** | **English II PreAP** | **Dates** | **2/13-2/17** |

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| **Monday**  **(2/13)**  pp. 111-114  Lesson 3.12 is what we are building to while reading the Crucible. | **Daily Objective:**  SWBAT:   1. Read closely Literary and historical texts. 2. Identify and explain a counter argument. 3. Explain how different characters’ perspectives change over the course of *The Crucible.*   **Agenda with Approximate Time Limits:**     * 1. Blooket Vocabulary   2. Finish Act 3   3. Act 3 Character Map   4. Character Log Exit Slip   **Formative Assessment:** Character Map and Log  **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall  **Extension:** The Movie  **Follow-Up/Homework:** Vocabulary Quiz and Major 2 on Friday |
|  | **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.** |
| **Tuesday**  **(2/14)**  pp. 111-114  Lesson 3.12 is what we are building to while reading the Crucible. | **Daily Objective:**  SWBAT:   1. Read closely Literary and historical texts. 2. Identify and explain a counter argument. 3. Explain how different characters’ perspectives change over the course of *The Crucible.*   **Agenda with Approximate Time Limits:**     * 1. Blooket Vocabulary   2. Cast Roles for Act 4   3. Begin Act 4   4. Character Log Exit Slip   **Formative Assessment:** Character Log Exit Slip  **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall  **Extension:** The Movie  **Follow-Up/Homework:** Vocabulary Quiz and Major 2 on Friday |
|  | **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.** |
| **Wednesday/Thursday**  **(2/15-2/16)**  pp. 111-114  Lesson 3.12 is what we are building to while reading the Crucible. | **Daily Objective:**  SWBAT:   1. Read closely Literary and historical texts. 2. Identify and explain a counter argument. 3. Explain how different characters’ perspectives change over the course of *The Crucible.*   **Agenda with Approximate Time Limits:**     * 1. Blooket Vocabulary   2. Finish Act 4   3. Final Character Map   4. Review for Major 2   5. Finish Movie—Time allowing   6. Character Log Exit Slip   **Formative Assessment:** Character Map  **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall  **Extension:** The Movie  **Follow-Up/Homework:** Vocabulary Quiz and Major 2 on Friday |
|  | **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.** |
| **Friday**  **(2/17)**  pp. 111-114  Lesson 3.12 is what we are building to while reading the Crucible. | **Daily Objective:**  SWBAT:   1. Read closely Literary and historical texts. 2. Identify and explain a counter argument. 3. Explain how different characters’ perspectives change over the course of *The Crucible.*   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Quiz   2. Major 2—Moral Character in *The Crucible*   **Formative Assessment:** Vocabulary Quiz and Major 2  **Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Students Establishing the Rhetorical Analysis Verbs (RAV) Wall  **Extension:** The Movie  **Follow-Up/Homework:** |
|  | **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.** |