|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher Name** | Messinger | **Unit Name** | **Voice in Synthesis** |
| **Course** | **English II PreAP** | **Dates** | **2/6-2/10** |

|  |  |
| --- | --- |
| **Monday**  **(2/6)**  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 or Quizizz Vocabulary   2. Go over Act I map to review   3. Cast roles for Act 2   4. Begin/Continue Act 2   5. Character Log Exit Slip   **Formative Assessment:** First and second readings of Excerpt 2, *see* p.84  **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 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**  **(2/7)**  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 or Quizizz Vocabulary Practice   2. Reminder of roles for Act 2   3. Continue Act 2   4. Character Log Exit Slip   **Formative Assessment:** First and second readings of Excerpt 2, *see* p.84  **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 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**  **(2/8-2/9)**  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 or Quizizz Vocabulary   2. Reminder of roles for Act 2   3. Finish Act 2   4. Character Project   5. Character Log Exit Slip   **Formative Assessment:** First and second readings of Excerpt 2, *see* p.84  **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 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**  **(2/10)**  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. Cast Roles for Act 3   3. Begin Act 3   4. Character log Exit Slio   **Formative Assessment:** Assess and Reflect on Learning Cycle 1 (Major 1)  **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.** |