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

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| **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.** |