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| **Teacher Name** | Bandera-Duplantier | **Unit Name** | **Voice in Synthesis** |
| **Course** | **English II PreAP** | **Dates** | **1/09-1/13** |

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| **Monday**  **(1/09)**  **Lesson 3.1 Entering the Conversation**  **(pp. 59-64)** | **Daily Objective:**  SWBAT:   1. Explain why academic dialogue about a topic can be viewed as an unending conversation 2. Extend the conversation around a topic by listening carefully and adding new ideas     **Agenda:**     1. Do Now—Distributing AP Books 2. Unit 3 Cycle Goals 3. **Lesson 3.1-Entering the Conversation—Lesson Goals a. Part 1: Envisioning a Parlor Conversation**   **b. Part 2: Close Reading—The “Unending Conversation” Metaphor**  **c. Part 3: Experiencing an Unending Conversation**  **Formative Assessment:** Close Reading Discussion Prompts  **Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries.  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing  **Extension:** Follow-up prompt for Independent Quickwrite and Blooket Vocabulary Review  **Follow-Up/Homework:** Vocabulary Quiz Friday over best of 2022 words. |
|  | **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**  **(1/10)**  **Lesson 3.2 Generating a Conversation on Paper, I**  **(pp. 65-68)** | **Daily Objective:**  SWBAT:   1. Draft a written response that states and supports a claim 2. Collect evidence from peers’ written opinions     **Agenda:**     * 1. Vocabulary Blooket Review—Best of 2022   2. Unit 3 Cycle Goals   3. **Lesson 3.2-Generating a Conversation—Lesson Goals**   **a. Part 1: Setting the Stage for a Conversation on Paper**  **b. Part 2: Organizing Note-Taking Circles**  **c. Part 3: Reviewing and Organizing Notes**  **Formative Assessment:** Observation Charts, Quickwrites with claims  and evidence, Collaborative Writing Arguments, Blooket Vocabulary Review  **Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries.  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing  **Extension:** Follow-up prompt for Independent Quickwrite and Blooket Vocabulary Review  **Follow-Up/Homework:** Vocabulary Quiz Friday over best of 2022 words. |
|  | **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**  **(1/11-1/12)**  **Lesson 3.2 and Lesson 3.3 Generating a Conversation on Paper, I & II**  **(pp. 65-72)** | **Daily Objective:**  SWBAT:   1. Draft a written response that states and supports a claim 2. Collect evidence from peers’ written opinions 3. Write a brief synthesis argument with cited evidence 4. Revise and edit writing based on peer and self-reviews   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Blooket Review—Best of 2022   2. Unit 3 Cycle Goals   3. **Lesson 3.3-Generating a Conversation—Lesson Goals**   **a. Complete Part I**  **b. Part 1: Launching the Writing Process**  **c. Part 2: Putting in One’s Oar**  **d. Part 3: Revising Based on Self-Reviews and Peer Reviews**  **Formative Assessment:** Observation Charts, Quickwrites with claims  and evidence, Collaborative Writing Arguments, Blooket Vocabulary Review  **Modifications:** Sentence Stems, Shared Student Observations Chart, Sample argument and annotations, Electronic Submission and Spontaneous Feedback, Word Walls, Bilingual Dictionaries.  **Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Shared Classroom Observation Chart, Collaborative Writing  **Extension:** Follow-up prompt for Independent Quickwrite and Blooket Vocabulary Review  **Follow-Up/Homework:** Vocabulary Quiz Friday over best of 2022 words. Wednesday is my birthday. Show me you look at these lesson plans and buy me a gift. |
|  | **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**  **(1/13)**  **Lesson 3.4 Understanding the First Amendment**  **(pp. 73-76)** | **Daily Objective:**  SWBAT:   1. Analyze the structure and meaning of a long, complex sentence 2. Practice sentence combining 3. Identify the right granted by the First Amendment   **Agenda with Approximate Time Limits:**     * 1. Vocabulary Quiz Week Best of 2023   2. Unit 3 Cycle Goals   3. **Lesson 3.4-Understanding the First Amendment—Lesson Goals**      1. Part 1: Choral Reading the First Amendment      2. Part 2: Studying the Sentence Structure of the First Amendment      3. Part 3: Close Reading of the First Amendment   **Formative Assessment:** Vocabulary Quiz, Independent Student Annotations, Exit Ticket that Supports the Writing Process, Blooket Vocabulary Review  **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:** Lesson 1.1 Revisit, Website for more exposure to the artist who created the images provided and his 3D sculptures. Week 2 Vocabulary Blooket Review  **Follow-Up/Homework:** Enjoy your weekend. |
|  | **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.** |