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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 Goalsa. 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.** |