**Lesson Plan – English II**

**Instructors:** Messinger, Pena, Shariff, Swart

**Course:** English II

**Unit Name:** *Long Way Down*

**Dates:** February 13 – 17, 2023

**Major TEKS for this week:**

**ENG2.5C** Use text evidence and original commentary to support an interpretive response

**ENG2.6A** Analyze how themes are developed through characterization and plot

**ENG2.6B** Analyze how authors develop complex and believable characters, including archetypes

**ENG2.8F** Analyze how the author’s diction and syntax contribute to the mood, voice, and tone of a text

**Monday**

**Daily Objective**

Students will analyze, discuss, and write about the main character of Long Way Down to understand the author’s development of a complex and believable character and the use of an archetype.

**Agenda**

1. Warm-up: Mini Lesson on characterization, including static, dynamic, and archetype
2. Socratic Seminar directions and example answers (blending interpretation and evidence using TEE format)
3. Exit Ticket: Static, dynamic, and archetype definitions

**Formative Assessments**

Warm-up, exit ticket, seminar answers

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and provide a visual for the TEE model used for Socratic Seminar writing.

Teacher will walk around to assist students as they work on Socratic Seminar questions.

**Extensions**

Students will hold a small group discussion on block day using their Socratic Seminar writing.

Some students will give more in-depth answers to the Socratic Seminar questions.

**Follow Up/Homework**

Students will have a formative assessment over the definitions of static, dynamic, and archetype on Friday.

Students will use Socratic Seminar writings in seminar on block day.

**Tuesday**

**Daily Objective**

Students will use text evidence and original commentary to support an interpretive response to questions about Long Way Down.

**Agenda**

1. Warm-up: Constructing short answers using TEE and synonyms for *says*
2. Review Socratic Seminar example answers
3. Socratic Seminar work time
4. Exit Ticket: Verbs that are synonyms of *says*

**Formative Assessments**

Warm-up, exit ticket, seminar answers

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and provide a visual for the TEE model used for Socratic Seminar writing.

Teacher will walk around to assist students as they work on Socratic Seminar questions.

**Extensions**

Students will hold a small group discussion on block day using their Socratic Seminar writing.

Some students will give more in-depth answers to the Socratic Seminar questions.

**Follow Up/Homework**

Students will have a formative assessment over the definitions of static, dynamic, and archetype on Friday. The quiz will include the TEE model and synonyms for *says*.

Students will use Socratic Seminar writings in seminar on block day.

**Wednesday/Thursday**

**Daily Objective**

Students will use their reading and writing connected to Long Way Down as the basis for participation in a student-led seminar discussion.

**Agenda**

1. Warm-up: How theme is developed – Give theme. Students show how it was developed in LWD.
2. Socratic Seminar guidelines and example video
3. Socratic Seminar – divided into two groups that rotate listening/recording and participating
4. Exit Ticket if time permits: Evaluation of your participation in seminar

**Formative Assessments**

Warm-up, exit ticket, participation in group discussions

**Modifications and Interventions**

Teacher will assist with warm-up answers as needed.

Teacher will provide template as an option for exit ticket.

Teacher will move seminar discussion forward as needed.

Teacher will provide options for students who are unable to fully participate in the seminar discussion.

Students are allowed to bring up their own questions during seminar. They aren’t limited to teacher-created questions.

**Extensions**

Some students will have more in-depth answers to seminar questions.

Some will lead the discussion, not just participate.

**Follow Up/Homework**

Students will follow up by continuing to use the TEE format in discussion and writing.

**Friday**

**Daily Objective**

Students will review mood, tone, and voice through definitions, reading, and discussion. Students will practice with author’s craft analysis through reading and online questions.

**Agenda**

1. Warm-up: Practice with mood, tone, and voice
2. Freckle tutorial
3. Students complete Freckle lessons at their ability level
4. Exit Ticket: Mini quiz over definitions worked on this week: characterization, static, dynamic, archetype, TEE writing model, synonyms for *says*, theme, mood, tone, voice

**Formative Assessments**

Warm-up, exit ticket, Freckle assignment

**Modifications and Interventions**

Teacher will assist by providing warm-up answers as needed.

Teacher will walk around to assist with Freckle as needed.

Quiz will be multiple choice/word bank.

**Extensions**

Students will have Freckle practice at their individual levels.

**Follow Up/Homework**

Students will continue to use Freckle and continue to be held accountable for the items learned this week.

**Pack Time Lessons – February 15 - 16, 2023**

**Wednesday**

1. Review writing objectives from blueprint shown in week 1 – do this fast

Focus on the following:

**ENG2.9Bi** – Use an organizing structure appropriate to purpose, audience, topic, and context.

**ENG2.9Bii** – Develop an engaging idea reflecting depth of thought with specific details, examples, and commentary

2. Analyze prompt and begin writing (Offer GST TEE model as way to organize.) – do this fast

3. Writing time – Be ready to share after about 20 minutes on Thursday (Students work on Freckle writing lessons if finish early.)

**Thursday**

1. Writing time – 20 minutes (Students work on Freckle writing lessons if finish early.)

2. Read aloud to small group – small group fills out evaluation form

3. Teacher returns writing with feedback next Wednesday