**Lesson Plan – English II**

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

**Course:** English II

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

**Dates:** February 21-24, 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

**ENG2.4G** Evaluate details read to determine key ideas

**ENG2.4F** Make inferences and use evidence to support understanding

**ENG2.4I** Monitor comprehension

**Tuesday**

**Daily Objective**

Students will write about, collaborate, and play a game to review the novel *Long Way Down*.

**Agenda**

1. Warm-up: Through video and writing explore what makes a good slide display – take notes on ideas
2. Provide a template and example of a good presentation.
3. Randomly assign a character to each small group. Provide ‘major points to include’ handout to each group. (Major points are based on toughest questions on test.)
4. Work time for presentation
5. Exit Ticket: What makes a good presentation.
6. Homework: Review of unit vocabulary and writing organization – crossword puzzle

**Formative Assessments**

Warm-up, exit ticket, participation in small group work, homework puzzle

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and provide example and template for group assignment

Teacher will walk around to assist students as they work on their group presentations

Major points will be provided to give students enough time to create the presentation

**Extensions**

Students will do more elaborate presentations as they’re able.

Some students will be group leaders while others will assist.

**Follow Up/Homework**

Students will have a major test over the book, including points provided in presentations.

Students will present their slide shows prior to taking the test on block day.

Students will have homework over the vocabulary we’ve worked with this cycle (definitions and puzzle with those definitions)

**Wednesday/Thursday**

**Daily Objective**

Students organized in small groups will present information about each major character in Long Way Down prior to taking a test over the book and literary elements and writing process studied this cycle.

**Agenda**

1. Warm-up: Anagram Race
2. Student presentations (limited to 3 minutes each)
3. Multiple choice test over Long Way Down – on OnTrack
4. Exit Ticket – next cycle you’ll need a reading book of your own the whole cycle. What kind of books do you like to read? What’s the best book you’ve read so far?

**Formative Assessments**

Warm-up, exit ticket, Long Way Down test

**Modifications and Interventions**

Teacher will assist with warm-up answers and exit ticket writing as needed.

Multiple Choice Test will be modified as needed for SPED students.

**Extensions**

Anagram race and presentations will provide a challenge for higher level students.

**Follow Up/Homework**

Students will follow up by getting a book of their choice for next cycle.

**Friday**

**Daily Objective**

Students will read and answer questions about two texts related to the issues of Long Way Down and complete an anagram puzzle. Lesson will be modified because students will have a sub due to TELPAS testing.

**Agenda**

1. Reading with partner
2. Question completion – comparison of texts with LWD and everyday life
3. Anagram puzzle or LWD crossword puzzle

**Formative Assessments**

Questions over reading

**Modifications and Interventions**

Questions will be a mix of easier and higher level.

Students will be allowed to help each other.

**Extensions**

Texts are related to themes of Long Way Down, novel just completed

**Follow Up/Homework**

Practice with comparison of texts will help with prep for STAAR Reading EOC

**Pack Time Lessons – February 22-23, 2023**

**Wednesday**

1. Students will read feedback from teacher on their last introduction writing
2. Teacher will students with adding to their running notes connected to introduction writing
3. GST memorization and practice – do together – do alone

**Thursday**

1. Students read feedback of latest intro writing
2. Students write intro on a final topic
3. Hold contest in small groups – read aloud to each other and choose best intro
4. Best intros read to whole class and celebrate strengths