**Lesson Plan – English II**

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

**Course:** English II

**Unit Name:** STAAR EOC Review

**Dates:** March 6-10, 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

**Monday**

**Daily Objective**

Students independently and in small groups will discuss, use, and present research-based reading strategies with STAAR EOC fiction passages.

**Agenda**

1. Warm-up: Review of colons and semicolons
2. Small groups: Use reading strategies to read, answer assigned questions, and provide visuals for All the Light We Cannot See (Divide questions between small groups of 3-4 so that each group has 2 questions to answer. Consider assigning jobs of group leader, lead reader, final decision maker, illustrator.)
3. Provide new week 2 reading log and take up week 1 reading log. (Week one will be 1/5 of major #4.)
4. Exit Ticket: Blooket over challenge vocabulary
5. HW: Silent reading for reading log

**Formative Assessments**

Warm-up, exit ticket, Blooket, participation in small group, completion of reading log

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and exit ticket

Teacher will remind students of think-aloud done last week, which is what the small groups are recreating together this week

Copy of academic vocabulary used for Blooket will be provided Tuesday.

**Extensions**

Some students will lead groups or use a particular strength in their group

Group work will extend to an independent practice on block day

**Follow Up/Homework**

Students will take the STAAR EOC during the week of April 17th

**Tuesday**

**Daily Objective**

Students independently and in small groups will discuss, use, and present research-based reading strategies with STAAR EOC fiction passages.

**Agenda**

1. Warm-up: Dashes and Parenthesis
2. Small groups complete questions, visuals, and presentation scripts begun yesterday
3. Exit Ticket: Blooket over challenge vocabulary words (Provide handout of the words today.)
4. HW: Silent reading for major #4 (record on reading log)

**Formative Assessments**

Warm-up, exit ticket, Blooket, participation in small group, completion of reading log

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and exit ticket

Teacher will walk around to assist small groups.

Copy of academic vocabulary used for Blooket will be provided Tuesday.

Flexibility is built into the reading log. Students can read on any 4 days and read any book of their choice.

**Extensions**

Some students will lead groups or use a particular strength in their group

Group work will extend to an independent practice on block day

**Follow Up/Homework**

Students will take the STAAR EOC during the week of April 17th

**Wednesday-Thursday**

**Daily Objective**

Students independently and in small groups will discuss, use, and present research-based reading strategies with STAAR EOC fiction passages.

**Agenda**

1. Warm-up: Group evaluation
2. Groups meet briefly
3. Gallery Walk presentations with note taking by those walking around
4. Major #1-Part 1: Fiction and grammar passages
5. Blooket and/or silent reading as time permits
6. Exit Ticket: Evaluation of your own use of reading strategies and ability to stay engaged during major #1 today
7. HW: Silent reading if not done in class

**Formative Assessments**

Warm-up, Exit ticket, Gallery Walk participation, major #1

**Modifications and Interventions**

Extra time provided if needed for major #1

Teacher available to assist during gallery walk preparations

Sentence stems provided for warm-up and exit ticket

**Extensions**

Some students will be stronger presenters.

Some students will have a deeper understanding of the passage used for major 1.

Students choose their own silent reading books.

**Follow Up/Homework**

Students will take the STAAR EOC during the week of April 17th.

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| **Friday** |

**Daily Objective**

Students will practice with academic vocabulary by playing a game, discuss their silent reading books, and practice their reading at the proximal level of development using Freckle.

**Agenda**

1. Warm-up: Blooket over challenge vocabulary
2. Write about your silent reading book (I know, I predict, I hope, I fear sentence stems)
3. Meet with reading group and share writing
4. Freckle reading practice
5. HW: Silent reading and log

**Formative Assessments**

Warm-up, Freckle assignment, writing about silent reading and discussion

**Modifications and Interventions**

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

Sentence stems will be provided for writing about silent reading books

Teacher will walk around to assist with reading groups and Freckle as needed.

**Extensions**

Students will have Freckle practice at their individual levels.

**Follow Up/Homework**

Students will continue to use Freckle. Students will take their STAAR EOC the week of April 17th.

**Pack Time Lessons – March 6-10, 2023**

**Wednesday**

1. Review of GST-TEE with focus on 2 specific reasons or points in the thesis statement that match with the topic sentences in your body paragraphs
2. Plan writing using topic in practice book
3. Write

**Thursday**

1. Review feedback from teacher for yesterday’s writing
2. Finish writing begun previous day