**Lesson Plan – English II**

**Instructors:** Messinger

**Course:** English II

**Unit Name:** *Long Way Down, S*ymbolism, Writing about Symbolism (Major 2)

**Dates:** February 6 - 10

**Major TEKS for this week:**

**ENG2.2A** Use print or digital resources such as glossaries to clarify meaning of technical or discipline=based vocabulary

**ENG2.4B** Generate questions about text before, during, and after reading to deepen understanding and gain information.

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

**ENG2.5G** Discuss and write about the explicit or implicit meanings of text

**ENG2.6D** Analyze how historical and cultural settings influence characterization, plot, and theme across texts

**ENG2.7** Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex texts

**ENG2.8C** Analyze the author’s use of print and graphic features to achieve specific purposes

**ENG2.9** Plan, draft, revise, and edit original compositions

**Monday**

**Daily Objective**

Students will complete their draft, describing symbolism in Long Way Down.

**Agenda**

1. Warm-up: Practice with TEE model for body paragraphs
2. Complete draft of essay
3. Exit Ticket: Make a list of what you have to do tonight to turn in your essay by 11:59

**Formative Assessments**

Warm-up, exit ticket, essay drafts

**Modifications and Interventions**

Teacher will provide answers as needed to warm-up and provide a visual for the TEE and the GST model for paragraphs in essays.

Teacher will walk around to assist students as they write.

**Extensions**

Some students will give more in-depth descriptions of symbolism in Long Way Down

**Follow Up/Homework**

Students will analyze and give feedback on each other’s essays on block day.

Students will label their own essay for thesis, evidence, and elaboration on block day using printed copies.

**Tuesday**

**Daily Objective**

Students will read and discuss the novel Long Way Down

**Agenda**

1. Warm-up: students will practice revision and editing with a paragraph (10 minutes)
2. Students will read *Long Way Down* pages 235-278 (Those already finished will read books from the library)
3. Exit ticket: How do you think the book will end? OR What do you think of the book’s ending?

**Formative Assessments**

Warm-up, exit ticket, participation in reading and discussion of ending

**Modifications/Interventions**

Teacher will provide answers for warm-up as we go over it in class

Teacher will walk around to assist students with reading as needed

Students who have read ahead will go to the library to get a book to read if they don’t already have one

**Extensions**

Some students will have more in-depth answers to questions about the novel

Students will continue to work on ideas from the novel in Socratic Seminar next week

**Follow Up/Homework**

Students will do Socratic Seminar using the book next week

Students will follow up on their writing about the novel tomorrow in class

**Wednesday/Thursday**

**Daily Objective**

Students will analyze each other’s writing by highlighting and discussing in small groups. Students will write about the book’s ending online and comment on each other’s opinions of the ending.

**Agenda**

1. Warm-up: Identify GST and TEE sentences in example essay
2. Find GST and TEE in your own printed essay. (Visual assistance on board based on warm-up.)
3. Model finding your best sentence and your sentence that needs work. Mark each of these.
4. Find your best sentence and a sentence that needs work.
5. Read each of these to your small group and get assistance with your sentence that needs work.
6. Read 281 to 306. (If already finished, reread or read your library book.)
7. Exit Ticket: Post on Padlet a short paragraph about the book’s ending. Comment in a well-written sentence about one of your classmate’s posts. (Example post available on Padlet)

**Formative Assessments**

Warm-up, exit ticket, participation in small groups

**Modifications and Interventions**

Teacher walks around to assist students with essay questions.

Examples or visual help will be provided for the steps done in small groups.

An example will be provided on Padlet.

**Extensions**

Some students will have higher level essays and more in-depth posts on Padlet.

**Follow Up/Homework**

Students will follow up next week with a Socratic Seminar about Long Way Down.

**Friday**

**Daily Objective**

Students will listen to and write about the culture shown in Long Way Down. Students will present their writing in a Flipgrid assignment about the Code of the Streets.

**Agenda**

1. Warm-up: Quizizz over GST and TEE in writing.
2. Code of the Streets video and questions (from Practical English Teacher Resources online)
3. Exit Ticket: Flipgrid over Code of the Streets

**Formative Assessments**

Warm-up, exit ticket, questions over video

**Modifications and Interventions**

Teacher provides a review before the Quizizz.

Teacher provides prompting during the video so students answer questions as the info comes along.

Teacher provides an example of the Flipgrid assignment.

**Extensions**

Some students will have more in-depth answers to all parts of today’s work except the quiz (multiple choice)

**Follow Up/Homework**

Students will continue to work with the ideas of Long Way Down during a Socratic Seminar next week.