**Lesson Plan – English II**

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

**Course:** English II

**Unit Name:** Long Way Down (Poetry and non-fiction connections)

**Dates:** January 17-20, 2023

**Major TEKS for this week:**

**ENG2.1A** Engage in meaningful discourse

**ENG2.1D** Participate collaboratively

**ENG2.4D** Create mental images to deepen understanding

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

**ENG2.4I** Monitor comprehension

**ENG2.5C** Use text evidence to support interpretive response

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

**ENG2.7B** Analyze the effects of metrics and other conventions in poems across a variety of poetic forms

**ENG2.8B** Analyze use of text structure to achieve author’s purpose

**Tuesday**

**Daily Objective**

Students will complete the Renaissance reading middle of year reading test after participating in a brief discussion about imagery and the importance of reading well.

**Agenda**

1. Warm-up: Imagery review part 1
2. Review of reasons behind Renaissance reading test
3. Complete middle of year reading test
4. Exit ticket: Imagery review part 2

**Formative Assessments**

Warm-up, Exit Ticket, MOY Renaissance reading test

**Modifications and Interventions**

Teacher and students will go over answers to warm-up question together

Teacher will walk around and assist students with reaching the correct Renaissance test

**Extensions**

Students will read at a higher reading level or give a more in-depth answer to the warm-up and exit ticket

**Follow Up/Homework**

Students will continue to analyze poetry this week.

Students will get a print-out of their results for the Renaissance test

**Wednesday-Thursday**

**Daily Objective**

Students will read, annotate, analyze, and discuss “Ode to a Table” by Pablo Neruda as their Major #1 assignment. Students will write about the meaning of one stanza and share their writing with a small group.

**Agenda**

1. Warm-up: Valentine for Ernest Mann – Read aloud. What is the imagery in this poem? What can be seen in your mind’s eye? Point out that this is an ode – a valentine – love note to a man who is honest (earnest)
2. Answer: 1. How are poems organized? 2. What is a poem? Possible answers: 1. stanzas, lines, some punctuation for finished ideas 2. Freedom with words, freedom of word placement, freedom of punctuation, may or may not rhyme
3. Ask for a list of tables we might sit at in a typical week (cafeteria, kitchen, library, game, restaurant…)
4. Pass out the packet for Major #1 – Ode to a Table and ask students to read silently Ode to a Table after reviewing vocabulary – leave vocab up for students to see as they read silently
5. Read aloud using script of 4 stanzas (handout 4.3A). Have students reading from the same stanza stand together to assist with understanding the meaning of each section. Point out that each speaker is reading a completed thought. Ask students to read loudly and carefully, pausing at the ends of lines. May do a second round of reading with different volunteers.
6. Divide class into groups of 4 and assign each person one of the stanzas from the read-aloud script. Students will read their stanza aloud and then answer the questions provided in writing. Provide text evidence where requested.
7. Students will share their answers in order of their stanza using the following guidelines: Read your stanza out loud. Give your answers. Other group members will comment and respond by relating the answers to your own stanza or by providing more evidence to support the speaker’s points. Remind students that you will be noting their participation in the small group and using the participation plus the quality of their answers to the questions as the grade for Major #1.
8. Ask whole class to look at the order of the stanzas and consider filming the action. Where would you zoom in and where would you zoom out? How is a table like the world?
9. Exit Ticker: How is a table like the world?

**Formative Assessments**

Warm-up, Exit Ticket, Participation in answering of questions and meeting with small group

**Modifications/Interventions**

Teacher will attempt to give the less able students in each group the easier stanzas: stanza 1 or stanza 2.

**Extensions**

Some students will have a more in-depth, detailed answers to the poetry questions.

**Follow Up/Homework**

Students will continue to analyze poetry as they read Long Way Down.

**Friday**

**Daily Objective**

Students will read and analyze Long Way Down by Jason Reynolds.

**Agenda**

1. Warm-up: Video with Jason Reynolds, Answer question in response.
2. Summarize Long Way Down pages 1-70
3. Read Long Way Down, pages 73-106
4. Exit Ticket: Answer questions over reading

**Formative Assessments**

Warm-up, exit ticket

**Modifications and Interventions**

Teacher provides summary to assist students with remembering all events in the book so far

Reading of book will be both aloud and silently to assist students who might have trouble following the plot

Word bank will be provided for crossword puzzle.

**Extensions**

Some students will have more in-depth answers to questions and generate their own questions about events in text

**Follow Up/Homework**

Students will continue with analyzing and reacting to the book Long Way Down next week