**Lesson Plan – English II**

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

**Course:** English II

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

**Dates:** January 9 – 13, 2023

**Major TEKS for this week:**

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

**ENG2.1D** Participate collaboratively

**ENG2.4A** Establish purpose for reading assigned text

**ENG2.4E** Make connections to self, other texts, and society

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

**ENG2.5B** Write responses that demonstrate understanding of text

**ENG2.5E** Interact with sources in meaningful ways such as annotating

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

**ENG2.6B** Analyze how authors develop complex characters

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

**ENG2.7D** Analyze characteristics and structural elements of informational texts

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

**Monday**

**Daily Objective**

Students will read and analyze non-fiction text and connect it to the reading of Jason Reynold’s novel in poem form, Long Way Down. Students will begin to memorize and apply literary terms connected to poetry as this week’s vocabulary.

**Agenda**

1. Warm-up: Apply vocabulary to literary term/poetry term examples
2. Read first pages of Long Way Down – pages 1-13
3. Q3SA with question: What makes this novel different?
4. Read and answer questions with a partner over non-fiction article – “Does Reading Fiction Make You a Better Person?”
5. Exit Ticket: Do you agree that reading fiction can make you a better person?

**Formative Assessments**

Warm-up, Q3SA participation, Questions over non-fiction article

**Modifications and Interventions**

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

Teacher will read aloud with students and provide definitions for unfamiliar words

Teacher will use Q3SA strategy

Students will work together on non-fiction reading and questions

**Extensions**

Some students will give more in-depth answers for the Q3SA question

**Follow Up/Homework**

Students will apply literary terms and poetry terms to their own analysis.

Students will make independent connections between non-fiction and poetry

Students will analyze poems independently

**Tuesday**

**Daily Objective**

Students will continue to identify literary terms/poetry terms and begin to explain the effect of these devices. Students will participate in a close reading and analysis of Jason Reynold’s poetry.

**Agenda**

1. Warm-up: Apply vocabulary to literary term/poetry term examples
2. Read pages 14-30 of Long Way Down
3. Journal on warm-up paper: Write for 5 full minutes responding to what’s happening in the book. Possible questions to answer – What do you know? What do you wonder? What do you expect? Share responses.
4. Close reading of “My Name Is” – Begin with whole class, finish with partner (Prep for Major #1)
5. Exit Ticket: What has Will said that reminds you of something in your own life?

**Formative Assessments**

Warm-up, Exit Ticket, Participation in journal writing and close reading activity

**Modifications/Interventions**

Teacher and students will review warm-up answers together.

Reading will be aloud or with a recorded version, stopping to assist with unfamiliar words.

Teacher will begin poetry analysis/close reading with whole class and then walk around as students attempt to finish with a partner.

Teacher will provide an example for exit ticket, attempting to give both a super small answer and a more significant one to show how important it is to connect your life to what’s happening in your reading.

**Extensions**

Some students will have a more in-depth, detailed answer to the journal question, to the close reading questions, and to the exit ticket question.

**Follow Up/Homework**

Students will have a major assignment next week to analyze poetry.

Students will analyze poetry in small groups tomorrow (block day).

Students will continue to apply literary terms and poetry terms to their reading.

**Wednesday-Thursday**

**Daily Objective**

Students will continue to identify and describe the importance of literary elements. Students will continue to read Jason Reynold’s novel in poetry – Long Way Down. Students will analyze a poem and present their analysis to the class in a single slide presentation.

**Agenda**

1. Warm-up: Identify/explain importance of literary elements in reading examples
2. Read pages 31-54
3. Q3SA – What’s the best poem so far? (In section just read or in any section read so far)
4. Example poem analysis slide using “Tiger”
5. Make poem analysis slide with a partner using “Race Politics” (Slides to be presented on block day and presentations finished on Friday)
6. Exit Ticket: Start vocabulary crossword review for Friday quiz

**Formative Assessments**

Warm-up, Q3SA, poem analysis slide, exit ticket

**Modifications and Interventions**

Teacher and students will go over warm-up answers together

Reading will be aloud or with recording and include assistance with unknown words

Answer stem will be provided for Q3SA question

Students will refer to example when doing their own poem analysis – also work together on analysis and teacher will walk around to assist.

Word bank will be provided for crossword puzzle.

**Extensions**

Some students will have a more in-depth response to Q3SA and poetry analysis practice.

**Follow Up/Homework**

Literary term crossword homework

Major #1 next week will be poetry analysis

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| **Friday** |

**Daily Objective**

Students will independently identify literary elements and correctly identify their importance in a vocabulary quiz. Students will continue to read Long Way Down by Jason Reynolds. Students will journal about “rules” based on rules presented in the novel.

**Agenda**

1. Warm-up: Journal writing about rules presented in reading done on block day
2. Turn in warm-ups and crossword puzzles (block day homework)
3. Read pages 55-70 – Ask for predictions about what is going to happen
4. Vocabulary Quiz
5. Finish slide presentations

**Formative Assessments**

Warm-up, Homework Crossword, Vocabulary Quiz, Slide Presentation

**Modifications and Interventions**

Teacher will provide choices for warm-up writing.

Reading will be aloud or with recording, definitions of unknown words provided.

**Extensions**

Some students will have a more in-depth warm-up answers, predictions about novel, and slide presentations

**Follow Up/Homework**

Students will analyze poetry independently for major #1