

## Lesson Plans - English 2 - WHS

Teacher Name Shariff

Course English 2

Unit Name Memoir - *Night*

Dates Aug. 29-Sept. 2

**Monday Aug 29, 2022**

### Daily Objective

Students will use a game and small group discussion to narrow down the 5 steps of the writing process, which we will apply to one Quickwrite this week for Major #1.

### Agenda

1. Warm-up: Read “Wonderful” on slide (poem written by a teen). List all the people in your life who make you smile. (Review warm-up guidelines.) Before going on from that slide, point out the sensory details (visual of strings attached) and the emotion in the poem. Remind students that these are elements of memoir.
2. Quickwrite - Write about a memory connected to one of these people who make you smile. (Review Quickwrite guidelines.)
3. Ask students to pretend they are writing a letter to that person who makes them smile (the one they wrote the Quickwrite about). Picture that person and pretend that this letter is the most important thing you have ever written and it’s something you want the recipient to keep and cherish. It’s important. Individually, take two minutes to list all the steps you’ll have to take to write this letter.
4. Share list with your shoulder partner. Share out to whole group. From group ideas, lock in the 5 writing steps: Brainstorm, Draft, Revise, Edit, Publish.
5. Exit Ticket: Vocabulary - Choose 2 words - write a silly sentence using both of them.
6. Reminders - See homework/follow up below.

### Formative Assessment

Participation in groups, Warm-up and exit ticket, Quickwrite

### Modifications


Share some of teacher’s people who make me smile and ideas for what you would write about (model)

Provide starter for Quickwrite such as, “My best memory of \_\_\_\_\_ is the time we...”

Provide hints as needed for writing process steps and similarities to balloon game.

### Intervention

## Lesson Plans - English 2 - WHS

	<p>Sentence starters, hints, give one answer and ask student to come up with next one on their own, assistance from classmates, co teacher, teacher's assistant</p> <p><b>Extension</b> Come up with another activity that has the same kind of structure as writing or the balloon game.</p> <p><b>Follow-up/Homework</b> Reminders: Summer reading project will be done next week on Wed or Thurs We will choose your favorite Quickwrite tomorrow to revise and edit for Major #1</p>
<p><b>Tuesday Aug 30, 2022</b></p> <p>Daily Objective Students will review the art of revising and editing by seeing and hearing a model before practicing on their own draft.</p>	<p>Agenda</p> <ol style="list-style-type: none"><li>1. Warm-up: Show Friends video  Friends – The One with the Thesaurus (Be sure to use this version. The original has a reference to porn that is edited out of this version.) Explain before you hit play that husband and wife Monica and Chandler want to adopt and they're asking for reference letters to go to the adoption agency. Joey Tribiani, one of their friends, volunteers to write a letter. After watching, write on your warm-up an explanation of what Joey's mistake was and what he should have done differently. Discuss. Write student ideas on board. Could do as t-chart with problems and solutions.</li><li>2. Point out that the solutions we listed are probably revision techniques. Ask students for their own revision techniques.</li><li>3. Model revising your own short memoir. Suggested techniques: Read aloud. Read several times. Imagine the audience reading and their reaction. Put yourself in the reader's place. Look for connections between ideas that are missing. Look for words that aren't needed. (If possible, show examples of your own revised drafts. Show how there are cross outs, etc. Stress that even the best writers are never satisfied.) Might display -</li></ol>

**Lesson Plans - English 2 - WHS**

	<p>“The writer must have a good imagination to begin with, but the imagination has to be muscular, which means it must be exercised in a disciplined way, day in and day out, by writing, failing, succeeding and revising.” Stephen King</p> <ol style="list-style-type: none"> <li>4. Ask students to revise the Quickwrite of their choice. Encourage them to add the elements of memoir that are missing. Try to add sensory detail, emotion, and a hint of the lesson learned. (Provide sentence starters, word banks to assist.)</li> <li>5. Vocabulary</li> <li>6. Reminders: 1. Quickwrites will be combined with final copy of writing you revised today on Friday and turned in for major #1. We'll do the editing and publishing portions of the writing process on Friday. 2. Make sure you're continuing to read your book. We'll do the summer reading project on block day next week for major #2.</li> </ol> <p><b>Formative Assessment</b> Warm-up, class participation, evidence of revising</p> <p><b>Modifications</b> Allow students to revise for only one of the elements of memoir.</p> <p><b>Interventions</b> Provide sentence starters for sensory detail (I remember seeing...) Provide a word bank of sensory detail and/or emotion words Provide a sentence starter for lesson (After everything, I realize that...)</p> <p><b>Extension</b> Assist other students Add a lesson to each of your Quickwrites</p> <p><b>Follow-up/Homework</b> Friday - do editing and publishing steps Next week - do summer reading assignment</p>
<p><b>Wednesday/Thursday</b> <b>Aug 31, 2022 - Sep 1, 2022</b></p> <p><b>Daily Objective</b></p>	<p><b>Agenda</b></p> <ol style="list-style-type: none"> <li>1. Warm-up: Show Mike Twohy <i>That's Life</i> Cartoon (PreAp lesson 1.2) and ask students to list everything they observe from it.</li> </ol>

## Lesson Plans - English 2 - WHS

Students will read, discuss and write about the Holocaust before reading Elie Wiesel's Holocaust memoir *Night*.

2. Breakdown the observations and ask them to give inferences based off of the things they have observed [create chart in front of class]
3. As a table ask them to list the artist, audience, and purpose of the cartoon
4. Turn into an argument " Through his cartoon Twohy is asserting the claim that \_\_\_\_\_. One way he asserts this claim in the image is the use of \_\_\_\_\_ to suggest that \_\_\_\_\_."
5. 5 minute break
6. Read and paraphrase *Reality is Broken* and have students pick out the most important sentence in each paragraph and say why it is in there ("does")
7. As a table, write what is the main argument ("Through *Reality is Broken*, McGonigal argues that \_\_\_\_\_. One way she asserts this claim is by stating \_\_\_\_\_ to suggest that \_\_\_\_\_")
8. Exit Ticket: Have students compare the two arguments. Do they agree? Disagree?
9. Introduce lingering question wall

### Formative Assessment

Chart detailing observations and inferences, Argument comparisons and Exit Ticket

### Modifications

Sentence stems to help guide thinking, Chart to organize Observations and Inferences

### Interventions

### Extension

Write a paragraph comparing the two arguments.

### Follow-Up/Homework

Reminder to prepare for summer reading assignment to be completed in class in one week

Friday Sep 2, 2022

Daily Objective

### Agenda

1. Warm-up: Recap information about the Holocaust learned on block day and explain that we will start

## Lesson Plans - English 2 - WHS

Review and practice with end punctuation, emphasizing its importance to writing clarity, in order to apply editing skills to Quickwrite.

the book on Monday. Today we'll leave the world of WW2 and Elie Wiesel's brush with death behind.

Ask students to list all the reasons and ways we create and use writing. (Recipes, game directions, letters, web sites, texts, grocery lists) List many of these on the board as students provide them.

Ask Why does writing well matter? Give students time to write and share with shoulder partner. Share out and list on board. Basically lead students to acknowledge that there would be many gaps in our lives without the ability to write well.

2. End punctuation review handout and practice
3. Model editing your own writing for end punctuation. Try to show that it takes a certain kind of reading to "catch" your mistakes. You have to be very committed to finding each error. Writing well is hard work.
4. Play kitten video. Unveil sign that says, Everytime you forget end punctuation, a baby kitten dies.
5. Edit Quickwrite for end punctuation
6. Complete final version. Read aloud to shoulder partner. (Revise and publish.)
7. Reminders: Students may turn in final copy with the other Quickwrites at the end of class OR turn in on Monday if more time is needed to complete.

### **Formative Assessment**

Editing practice, Finished writing

### **Modifications**

Read aloud with student to check end punctuation, allow partner to assist, highlight lines where punctuation is needed

### **Intervention**

Complete first few for student, provide examples, shorten assignment, allow student to complete orally

### **Extension**

Assist other students, add to writing, edit other Quickwrites done last week and this week

### **Follow-up and Homework**

Reminder about summer reading assignment

## Lesson Plans - English 2 - WHS

	Expect editing for end punctuation on all writing assignments going forward
--	---