

Lesson Plans – English 2

Teacher Name: Messinger, Pena, Shariff, Swart

Course: English 2

Unit Name: Memoir – Night

Dates: Sept. 12-16, 2022

Major TEKS for this week:

10.2A, 10.2C, 10.4A, 10.4B, 10.4D, 10.4G, 10.4I, 10.5C, 10.5E, 10.5G, 10.8E

Monday

Daily Objective

Students will listen to and discuss new vocabulary words from the memoir *Night* to use new vocabulary appropriately. Students will read, write about, and discuss events in *Night* to generate questions and make connections about the events that affect Elie Wiesel's life.

Agenda

1. Warm-up: Introduce new vocabulary list from *Night* (create examples of first three words)
2. Read next 10 pages of *Night*
3. Explain Renaissance BOY to be taken this week

Formative Assessments

Participation in vocabulary study, participation in discussion of questions connected to reading, completion of warm-up questions about vocabulary

Modifications and Interventions

Teacher reads to class, teacher allows partners to read together and assist each other with questions, teacher defines difficult words in text as we read, teacher monitors to assist students who may have lost their place in text, vocabulary words are connected to student prior knowledge

Extension

Students are allowed to create their own examples of vocabulary words, students ask their own questions brought up by text, students are asked to make connections to their own lives and prior knowledge while reading text

Follow-up/Homework

Bring laptop for BOY – Renaissance test on block day, study vocabulary

Tuesday

Daily Objective

Students will continue to create examples of new vocabulary and discuss and share these examples. Students will interpret literary elements used in the memoir *Night* to better understand the underlying themes of the book.

Agenda

1. Warm-up: Vocabulary Review (create examples of next three words)
2. Read
3. Study literary elements in first 28 pages of *Night* – find one you can illustrate from prepared list

Modifications and Interventions

Teacher reads to class, teacher allows partners to read together and assist each other with questions, teacher defines difficult words in text as we read, teacher monitors to assist students who may have lost their place in text, vocabulary words are connected to student prior knowledge, students are allowed to choose the literary element that they best understand for work today and rest of week

Extensions

Students may choose more than one literary element as favorites. Students can help others with interpreting literary elements.

Follow-up/Homework

Students will create illustrations of literary elements after taking BOY test on block day. The illustrations will then be turned into writing with text evidence using a sentence stem on Friday.

Wednesday-Thursday

Daily Objective

Students will read independently with increased comprehension each year. Students will interpret and visualize the meaning of literary elements used in *Night*.

Agenda

1. Warm-up: Question to evaluate the importance of reading well
2. Review of reasons for taking Renaissance BOY test and directions for getting to test
3. Explain to students that a report will go to their parents during the school year if their reading levels aren't appropriate for their grade level so for several reasons it's important that they do their best on the test. Also let students know that the test is one based partly on time, so if they don't focus and read and instead get on their phone or talk to their friend, the test thinks they're taking a long time to answer the question and their reading level goes down as a result.
4. Take BOY Renaissance test
5. Create picture to go with quote chosen yesterday from list of literary elements used in *Night*
6. Vocabulary Game

Formative Assessments

Warm-up, BOY test, illustration of figurative language, results of vocabulary game

Modifications/Interventions

Example answers are given for questions such as the warm-up question, Renaissance test is tailored to the students' reading levels, students have choice for illustration they're making, artwork isn't required, only a simple illustration

Extension

Students may create a more complicated illustration, BOY test is tailored to lower and higher reading levels

Follow-up/Homework

Vocabulary quiz next week, illustration will be extended into a writing on Friday

Friday

Daily Objective

Students will continue to read and discuss Elie Wiesel's *Night*. Students will write about the literary element chosen for their illustration, including text evidence, and giving an in-depth explanation of how the literary element contributed to the text's meaning.

Agenda

1. Warm-up: Vocabulary Review Game
2. Read *Night*.
3. Write about the literary element in your illustration. (Constructed response with sentence stem)

Formative Assessments

Warm-up response, discussion of memoir reading, writing about literary element

Modifications/Interventions

Example answers are given for questions such as the warm-up question, students have choice for literary element they will write about, sentence stem is provided, teacher will read with students and define difficult words, peers can assist each other while writing, teacher will walk around to help

Extensions

Answers to sentence stem are open-ended and students can give more in-depth answers, students can help others who may struggle with their writing

Follow-up/Homework

Vocabulary quiz next Friday, students will continue to practice with constructed responses that include text evidence