

## Lessons for Mrs. Salem

### Language Arts, Periods 4 / 5 and 6 / 7

Please be advised that all identified plans are tentative and are subject to change daily due to unforeseen circumstances and classroom progress

Monday, 2/24	Tuesday, 2/25	Wednesday, 2/26	Thursday, 2/27	Friday, 2/218
<b>Assignment(s) Due Today:</b>	<b>Assignment(s) Due Today:</b>	<b>Assignment(s) Due Today:</b>  TDA Thesis and annotations	<b>Assignment(s) Due Today:</b>	<b>Assignment(s) Due Today:</b> IXL Pd 3 /4 - spelling
<b>Essential Question(s):</b>  How do actions define us? What's the difference between fiction and nonfiction?	<b>Essential Question(s):</b>  How do actions define us? What's the difference between fiction and nonfiction?	<b>Essential Question(s):</b>  How do actions define us? What's the difference between fiction and nonfiction?	<b>Essential Question(s):</b>  How do actions define us? What's the difference between fiction and nonfiction?	<b>Essential Question(s):</b>  How do actions define us? What's the difference between fiction and nonfiction?
<b>Lesson/Activities:</b>  Period 3/ 4  Vocab Quiz  Spelling  Coach book finish.  Miss Walker:  Textbook Selection  · Fiction vs nonfiction venn diagram – list as many similarities and differences as you can (collect)  · Discuss journalism and how it differs from other forms of writing  · Vocab Cards (collect)	<b>Lesson/Activities:</b>  Period 3 /4  Reading Intervention: Small Groups (3)  Coach practice - Fiction  Miss Walker  Textbook Selection  · Get Ready section in books  o Engage Your Brain  o Focus on Genre  o Analyze Structure  · Finish vocab cards	<b>Lesson/Activities:</b>  Period 3 /4 Reading Intervention: Small Groups (3)  Coach practice - Fiction  Miss Walker:  Textbook selection  · Read “A Police Stop Changed This Teenager’s Life”, pausing for sign posts and discussion  · Sequence of events chart  · Assessment practice  · If there is extra time: IXL	<b>Lesson/Activities:</b>  Period 3 /4 Reading Intervention: Small Groups (3)  Miss Walker:  Textbook selection  · Analyze the text  · Identifying different types of structure w/ note-taker  · Companion reading scavenger hunt (collect) (participation grade?)  o Students will use what they’ve just learned to find “clues” and identify the text	<b>Lesson/Activities:</b>  1. Warm up  2. Spelling test   Textbook selection  · Short review game  · Test   Period 6 / 7  Warm up/Activity  · S-Time  · Coach Books

<p>Period 6 /7</p> <p>Warm up/Activity</p> <ul style="list-style-type: none"> <li>· Warm-up: Daily edit</li> <li>· TDA with Mrs. Salem</li> </ul> <p>Miss Walker</p> <p>Textbook Selection</p> <ul style="list-style-type: none"> <li>· Move seats</li> <li>· Get Ready section in books <ul style="list-style-type: none"> <li>o Engage Your Brain</li> <li>o Focus on Genre</li> <li>o Analyze Structure</li> </ul> </li> <li>· Vocab Cards (collect)</li> </ul>	<ul style="list-style-type: none"> <li>· Start reading whole class</li> </ul> <p>Period 6/ 7</p> <p>Warm up/Activity</p> <ul style="list-style-type: none"> <li>· Warm-up: Fiction vs nonfiction venn diagram – list as many differences and similarities as you can (collect)</li> <li>· Discuss journalism and how it differs from other forms of writing</li> <li>· Coach Books to fill extra time</li> </ul> <p>Textbook Selection</p> <ul style="list-style-type: none"> <li>· Read “A Police Stop Changed This Teenager’s Life”, pausing for sign posts and discussion</li> <li>· Fill out “sequence of events” chart as we read</li> <li>· Assessment practice</li> <li>· If there is extra time: Finish vocab cards/IXL</li> </ul>	<p>Period 6 /7</p> <p>Warm up/Activity</p> <ul style="list-style-type: none"> <li>· Daily Edit</li> <li>· TDA with Mrs. Salem- thesis statements and introductions, graphic organizer work and check time</li> </ul> <p>Miss Walker:</p> <p>Textbook selection</p> <ul style="list-style-type: none"> <li>· “Analyze the text” questions</li> <li>· Sketchnote activity (collect) (participation grade?)</li> <li>· Identifying different types of structure mini-lesson w/ note-taker</li> </ul>	<p>structure of 5 short excerpts</p> <ul style="list-style-type: none"> <li>o We will do the first 1-2 together, then students will complete the other 3-4 alone or with table partners</li> </ul> <p>Period 6 / 7</p> <p>Warm up / activity</p> <ul style="list-style-type: none"> <li>· Daily edit</li> <li>· Identifying text structure review</li> <li>· Begin scavenger hunt activity</li> </ul> <p>Textbook selection</p> <ul style="list-style-type: none"> <li>· Allow time to finish scavenger hunt <ul style="list-style-type: none"> <li>o Students will search for “clues” with small groups in one longer article per group</li> <li>o Once they find the structure, groups may make a poster on a large piece of paper</li> <li>o Poster must include</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Review game?</li> </ul> <p>Textbook selection</p> <ul style="list-style-type: none"> <li>· Test</li> <li>· Students finish IXL</li> </ul>
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<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>
	IXL	IXL	IXL	
<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>
	Pd 3 /4 spelling test friday Selection test friday	<b>Comma quiz thurs</b> Pd 3 /4 spelling test friday Selection test friday	Pd 3 /4 spelling test friday Selection test friday	
<b>Collins Writing:</b>	<b>Collins Writing:</b>	<b>Collins Writing:</b>	<b>Collins Writing:</b>	<b>Collins Writing:</b>
TDA			TDA	
<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>

## Honors 11 Period 8

Please be advised that all identified plans are tentative and are subject to change daily due to unforeseen circumstances and classroom progress

Monday, 2/24	Tuesday, 2/25	Wednesday, 2/26	Thursday, 2/27	Friday, 2/28
Assignment(s) Due Today:	Assignment(s) Due Today:	Assignment(s) Due Today: Final projects due today	Assignment(s) Due Today:	Assignment(s) Due Today:
Essential Question(s):  How does the end show a struggle between integrity and reputation?	Essential Question(s):  How does the end show a struggle between integrity and reputation?	Essential Question(s): How does the end show a struggle between integrity and reputation?	Essential Question(s): How does the end show a struggle between integrity and reputation?	Essential Question(s):  What role does power and authority play in the events of Act 4, and how do the actions of the court reflect the corruption of these systems?
<b>Lesson/Activities:</b>  1. Who's to blame? Warm up  2. Continue discussion from Friday on Integrity and Reputation  3. Continue going over questions  4. Pass back papers  5. Crossword review  Project work time	<b>Lesson/Activities:</b>  1. Review  2. Act 4 quiz  3. Project work time- due tomorrow	<b>Lesson/Activities:</b> 1. Final Project Presentations- discussions	<b>Lesson/Activities:</b> 1. Movie ending	<b>Lesson/Activities:</b> <b>Carried over from last week...</b> 1. Hook students by asking them if they tend to forgive and forget or hold grudges. Have students explore the ending by doing the Public Shaming activities  First, use the slide show. Next, assign the article. Then, hand out the discussion task cards.  Lastly, assign the Social Media Exercise Public Shaming handout.

<b>Homework:</b> Projects	<b>Homework:</b> Projects	<b>Homework:</b>	<b>Homework:</b>	<b>Homework:</b>
<b>Projected Quiz or Test:</b> Quiz tomorrow	<b>Projected Quiz or Test:</b> Projects due tomorrow	<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>	<b>Projected Quiz or Test:</b>
<b>Collins Writing:</b> Who's to blame?	<b>Collins Writing:</b>	<b>Collins Writing:</b>	<b>Collins Writing:</b>	<b>Collins Writing:</b> Public shaming
<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>	<b>Special Notes:</b>