

## Ms Archer Lesson Plan Week of August 15th through 19th

<b>Week of:</b> Aug 15th-19th *for additional curriculum information, please visit the district's resource <a href="#">High School Resource Guides</a> or <a href="#">Georgia Standards of Excellence</a>	<b>Course Name</b> <b>9th Grade Lit/Comp</b>	<b>Course Name</b>	<b>Course Name</b>
<b>Monday</b>  <b>Continue Unit 1 Telling Details</b>	Standard(s):RL1, RL2, RL4, RL5, W5, SL1, SL3 LT: Students will read closely and analyze a short story. Students will explain what specific details reveal about a character. Students will analyze sentences for diction and its effect. SC: I can annotate texts. I can write analytical sentences. I can participate in academic conversations. Lesson/Activity: Voice Lesson - Diction, create anchor chart with perfect verbs and perfect adjectives (this is a living document), Level set Achieve 3000, Finish <i>First Day</i> . Start <i>The Open Window</i> Resources: Chart Paper, Chromebooks for Achieve 3000, Copies of <i>First Day</i> . Text book for <i>The Open Window</i> **Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.	Standard(s): LT: SC: Lesson/Activity: Resources:	Standard(s): LT: SC: Lesson/Activity: Resources:
<b>Tuesday</b>	<b>Standard(s):</b> RL1, RL2, RL4, RL5, W5, SL1, SL3 LT: Students will analyze sentences	Standard(s): LT: SC:	Standard(s): LT: SC:

	<p>for diction and its effect. Students will understand sentence structure.</p> <p><b>SC:</b> I can analyze a sentence and discuss what effect the diction has on meaning. I can identify subjects and predicates.</p> <p><b>Lesson/Activity:</b> Voice Lesson - Diction. Guided notes on Subject &amp; Predicate. Identifying subject and predicate practice. Wrap up discussion/work on <i>First Day</i> and <i>Open Window</i>.</p> <p><b>Resources:</b> Text book, copies of First day, Subject/predicate practice sheets  **Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>	Lesson/Activity: Resources:	Lesson/Activity: Resources:
<b>Wednesday</b>	<p><b>Standard(s):</b> RL1, RL2,RL3, RL4, RL5, RL6,RL10, R11, R12, R15, R16, R10, W1,W2,W3, W4, W5, W9, W10, SL1, SL3, L1, L3, L4, L5, L6</p> <p><b>LT:</b> Students will read closely and analyze a short story. Students will explain how tension builds in a short story. Students will use sentence combining to create complex sentences.</p> <p><b>SC:</b> I can annotate texts. I can write analytical sentences.</p> <p><b>Lesson/Activity:</b> Voice Lesson:Diction, Achieve 3000 article, <i>What Happened during the</i></p>	Standard(s): LT: SC: Lesson/Activity: Resources:	Standard(s): LT: SC: Lesson/Activity: Resources:

	<p><i>Ice Storm</i>, read aloud, discuss (think, pair, share) How is tension built in the story? Read/discuss <i>Sunday in the Park</i>. How are the stories similar/different.</p> <p><b>Resources:</b> Copies of <i>What Happened during the Ice Storm</i> and <i>Sunday in the Park</i>, Chromebooks</p> <p>**Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>		
<p><b>Thursday</b></p>	<p><b>Standard(s):</b> RL1, RL2,RL3, RL4, RL5, RL6,RL10, R11, R12, R15, R16, R10, W1,W2,W3, W4, W5, W9, W10, SL1, SL3, L1, L3, L4, L5, L6</p> <p><b>LT:</b> Students will read closely and analyze a short story. Students will identify textual details that reveal character changes. Students will complete a grammar quiz: Parts of speech, subjects and predicates.</p> <p><b>SC:</b> I can annotate texts. I can write a first person narrative from the perspective of a character in the story. I can write complex sentences.</p> <p><b>Lesson/Activity:</b> Voice Lesson: Diction, Quiz on Parts of Speech, subjects and predicates, Read <i>The Red Fox Fur Coat</i> look for details on how the main character changes in the story.</p>	<p>Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Lesson/Activity:</p> <p>Resources:</p>	<p>Standard(s):</p> <p>LT:</p> <p>SC:</p> <p>Lesson/Activity:</p> <p>Resources:</p>

	<p>Compare/contrast with Sunday in the Park,  <b>Resources:</b> Copies of <i>The Red Fox Fur Coat</i>, <i>Sunday in the Park</i>.  Copies of quiz.  **Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>		
<p><b>Friday</b></p>	<p><b>Standard(s):</b> RL1, RL2,RL3, RL4, RL5, RL6,RL10, R11, R12, R15, R16, R10, W1,W2,W3, W4, W5, W9, W10, SL1, SL3, L1, L3, L4, L5, L6  <b>LT:</b> Students will read closely and analyze a short story. Students will identify implicit meanings based on textual details. Students will understand prefixes.  <b>SC:</b> I can annotate texts. I can participate in academic conversations. I can use prefixes to determine word meanings.  <b>Lesson/Activity:</b> Work in flipbook. Guided notes on affixes. Begin <i>Lamb to the Slaughter</i> short story. Practice reading closely and annotating text as we read.  <b>Resources:</b> Flipbook handouts, Copy of <i>Lamb to the Slaughter</i>, guided notes handouts, affix practice sheets  **Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>	<p>Standard(s):  LT:  SC:  Lesson/Activity:  Resources:</p>	<p>Standard(s):  LT:  SC:  Lesson/Activity:  Resources:</p>

