

## 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, 3/24   | Tuesday, 3/25   | Wednesday, 3/26   | Thursday, 3/27   | Friday, 3/28  |
|--|---|---|--|---|
| <b>Assignment(s) Due Today:</b><br>Pd 6- ch. 6   | <b>Assignment(s) Due Today:</b>   | <b>Assignment(s) Due Today:</b>   | <b>Assignment(s) Due Today:</b>  | <b>Assignment(s) Due Today:</b>   |
| <b>Essential Question(s):</b><br><br>How does Booth escape? What inferences can be made? How do I find text evidence?  | <b>Essential Question(s):</b><br><br>How does Booth escape? What inferences can be made? How do I find text evidence?   | <b>Essential Question(s):</b><br><br>How does Booth escape? What inferences can be made? How do I find text evidence?   | <b>Essential Question(s):</b><br><br>How does Booth escape? What inferences can be made? How do I find text evidence?  | <b>Essential Question(s):</b><br><br>How does Booth escape? What inferences can be made? How do I find text evidence?   |
| <b>Lesson/Activities:</b><br><br>Pd 4/5<br><br>Period 4:<br><br>· Warm-up: PSSA grammar, usage, and mechanics<br><br>· Spelling<br><br>· March madness:<br><br>Period 5:<br><br>· Read chapter 6, answering comprehension questions as we read<br><br>o Inform students that this chapter will be tested, encourage them | <b>Lesson/Activities:</b><br><br>Pd 4/5<br><br>Period 4:<br><br>· Warm-up: In your own words – what is the central idea of chapter 6? Support your answer with at least one detail from the text<br><br>· Spelling<br><br>· March madness:<br><br>Period 5:<br><br>· Discuss central ideas from warm-up<br><br>· Central idea vs author's purpose | <b>Lesson/Activities:</b><br><br>· Warm-up: knowledge check personal survey<br><br>· Spelling<br><br>· March madness<br><br>· Vocabulary review<br><br>Period 5:<br><br>· Chapter 6 post-test<br><br>· Letter from Willie Clark read and reflect<br><br>· Begin Chapter 7 reading (can read with table partners only after all tests have been turned in)<br><br>o Note-taker to record details about Booth and | <b>Lesson/Activities:</b><br><br>Pd 4/5<br><br>Period 4:<br><br>· Warm-up: PSSA grammar, usage, and mechanics<br><br>· Spelling practice test<br><br>· March madness:<br><br>· Vocabulary review<br><br>Period 5:<br><br>· Finish chapter 7 if necessary<br><br>· Pine-thicket video | <b>Lesson/Activities:</b><br><br>Pd 4/5<br><br>Period 4:<br><br>· Warm-up: Reflect on the events of chapter 7, then make an inference as to what might happen next<br><br>· Spelling test<br><br>· March madness:<br><br>Period 5:<br><br>· Vocab quiz?<br><br>· Begin reading chapters 8/9 quietly, form partners when all tests are completed |

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| <p>to stay engaged/annotate important details</p> <p>Pd 6/7</p> <p>Period 6:</p> <ul style="list-style-type: none"> <li>· Warm-up: In your own words – what was the central idea of chapter 6? Support your answer with at least one detail</li> <li>· March Madness:</li> <li>· Chapter 6 comprehension questions</li> </ul> <p>Period 7:</p> <ul style="list-style-type: none"> <li>· Cont. Chapter 6 questions</li> </ul> <p>o review, students self-score</p> <ul style="list-style-type: none"> <li>· Discuss central idea from warm up</li> <li>· Central idea vs author's purpose</li> </ul> <p>o Students practice identifying author's purpose</p> <ul style="list-style-type: none"> <li>· Chapter 1-5 vocabulary elimination and review (Blooket? Vocab cards?)</li> </ul> | <p>o Students practice identifying author's purpose</p> <ul style="list-style-type: none"> <li>· Chapter 1-5 vocabulary elimination and review (blooket? Vocab cards?)</li> </ul> <p>Pd 6/7</p> <p>Period 6:</p> <ul style="list-style-type: none"> <li>· Warm-up: PSSA grammar, usage, and mechanics</li> <li>· March Madness</li> <li>· Vocabulary Review</li> </ul> <p>Period 7:</p> <ul style="list-style-type: none"> <li>· Chapter 6 post-test</li> </ul> <p>o Begin chapter 7 reading until all students have completed test</p> <ul style="list-style-type: none"> <li>· Letter from Willie Clark read and reflect</li> <li>· Begin chapter 7 reading (can read with table partners after all tests are turned in) – finish for homework + notes about pine-thicket</li> </ul> | <p>Herold hiding in the pine-thicket</p> <p>Pd 6/7</p> <p>Period 6:</p> <ul style="list-style-type: none"> <li>· Warm-up: knowledge check personal survey</li> <li>· March Madness</li> <li>· Vocabulary review</li> </ul> <p>Period 7:</p> <ul style="list-style-type: none"> <li>· Pine-thicket video</li> </ul> <p>o Jot down things you noticed / important events from the video</p> <p>o Questions the video left you with</p> <p>o Compare/contrast video and chapter 7</p> <p>o Reflect: Which described Booth and Herold's experience better? How? Which did you like better? Why?</p> | <p>o Jot down notes from the video</p> <p>o Questions the video left you with</p> <p>o Compare/contrast video explanation to Chapter 7 with same questions as Pd 6/7</p> <p>Pd 6/7</p> <p>Period 6:</p> <ul style="list-style-type: none"> <li>· Warm-up: Reflect on the events of chapter 7, then make an inference as to what might happen next</li> <li>· March Madness</li> <li>· Vocabulary review</li> </ul> <p>Period 7:</p> <ul style="list-style-type: none"> <li>· Read chapters 8/9 with a partner or solo – fill in Arrested! Organizer</li> <li>· Discuss responses in Arrested! Organizer</li> </ul> | <p>o Record notes in Arrested! Organizer</p> <ul style="list-style-type: none"> <li>· Share feelings about arrests with remaining time</li> </ul> <p>Pd 6/7</p> <p>Period 6:</p> <ul style="list-style-type: none"> <li>· Warm-up: Free write Friday</li> <li>· March Madness</li> <li>· Vocabulary review</li> </ul> <p>Period 7:</p> <ul style="list-style-type: none"> <li>· Vocab quiz?</li> <li>· Read Chapter 10 independently, then complete the "What if..." organizer. Choose one "What if" to write about</li> <li>o Discuss "what ifs" with Fishbowl discussion?</li> </ul> |
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| <b>Homework:</b><br>ixl                              | <b>Homework:</b><br>ixl        | <b>Homework:</b><br>IXL        | <b>Homework:</b>               | <b>Homework:</b>                               |
| <b>Projected Quiz or Test:</b><br>Reading check quiz | <b>Projected Quiz or Test:</b> | <b>Projected Quiz or Test:</b> | <b>Projected Quiz or Test:</b> | <b>Projected Quiz or Test:</b><br><br>spelling |
| <b>Collins Writing:</b>                              | <b>Collins Writing:</b>        | <b>Collins Writing:</b>        | <b>Collins Writing:</b>        | <b>Collins Writing:</b>                        |
| <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, 3/24  | Tuesday, 3/25   | Wednesday, 3/26  | Thursday, 3/27  | Friday, 3/28  |
|---|---|--|---|---|
| <b>Assignment(s) Due Today:</b>   | <b>Assignment(s) Due Today:</b><br><br>Annotated bibs, title page, references | <b>Assignment(s) Due Today:</b>  | <b>Assignment(s) Due Today:</b>   | <b>Assignment(s) Due Today:</b><br><br>Full sentence outlines     |
| <b>Essential Question(s):</b><br><br>What is an APA Argumentative paper? How do i edit my references? | <b>Essential Question(s):</b><br><br>What is an APA Argumentative paper?      | <b>Essential Question(s):</b><br><br>What is an APA Argumentative paper? | <b>Essential Question(s):</b><br>What is an APA Argumentative paper?<br>How do I write a thesis | <b>Essential Question(s):</b><br><br>What is an APA Argumentative |

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| What is a full sentence outline?<br>How do I write an annotated bibliography?   | How do I write an annotated bibliography?  | How do I write an annotated bibliography?              |   | paper? HOW do I write an outline?   |
| <b>Lesson/Activities:</b><br><br>· Annotated bib check-in<br><br>Teacher conference time/ help<br><br>Hand back thesis statements- discuss purpose<br><br><br>· Begin building outlines | <b>Lesson/Activities:</b><br><br>Turn in bibs<br><br>Full sentence outlines<br><br>In text citations included-- how to cite properly APA<br><br>Owl purdue look up<br><br>Adding citations to the Reference List | <b>Lesson/Activities:</b><br><br>Work day for outlines | <b>Lesson/Activities:</b><br><br>Period 8:<br><br>· Make sure all elements of paper (Title page, bib, annotated bib, outline) match up and are in order<br><br>· Begin writing intros | <b>Lesson/Activities:</b><br><br>· Begin writing introduction work days, gathering information, type of introductions<br><br>How to organize a paper - formatting |
| <b>Homework:</b><br><br>Annotated bibs outlines   | <b>Homework:</b>   | <b>Homework:</b>                                       | <b>Homework:</b><br><br>Source annotated  | <b>Homework:</b>  |
| <b>Project</b><br><br>APA Paper   | <b>Project</b><br><br>APA Paper  | <b>Project</b><br><br>APA Paper                        | <b>Project</b><br><br>APA Paper   | <b>Project</b><br><br>APA Paper   |
| <b>Collins Writing:</b>   | <b>Collins Writing:</b>  | <b>Collins Writing:</b>                                | <b>Collins Writing:</b>   | <b>Collins Writing:</b>   |

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| Special Notes: | Special Notes: | Special Notes: | Special Notes: | Special Notes: |