

Ms Archer Lesson Plan Week of Oct 31st-Nov 4

Week of: Oct 31-Nov 4 *for additional curriculum information, please visit the district's resource High School Resource Guides or Georgia Standards of Excellence	Course Name 9th Grade Lit/Comp	Course Name	Course Name
Monday	Standard(s):RL1, RL2, RL4, RL5, W5, SL1, SL3 LT: Students will read closely and analyze a short story. Students will write a poem. Students will analyze a short story for details that create mood. Students will understand the root word "bio" through practice. SC: I can annotate texts. I can write a blackout poem. I can participate in academic conversations. I can identify mood. I can correctly define words with root word "bio" 80% of the time. Lesson/Activity: Vocabulary practice with root word -bio. Short story: Read/discuss <i>The Landlady</i> . Identify foreshadowing and words /phrases that create creepy/dark mood. Create a blackout poem that uses words that create creepy/dark mood. Resources: Short story, chromebooks, black markers**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:
Tuesday	Standard(s): RL1, RL2, RL4, RL5,	Standard(s):	Standard(s):

	<p>W5, SL1, SL3</p> <p>LT: Students will understand appositives and appositive phrases. . Students will read closely and analyze the novel <i>Long Way Down</i>. Students will identify the author's purpose. Students will define vocabulary words correctly with a grade of 75% or better. SC: I can analyze a sentence and identify appositive phrases. I can answer questions on vocabulary test correctly 75% of the time. I can analyze authors purpose for characters and scenes in <i>Long Way Down</i>.</p> <p>Lesson/Activity: Quick review for vocabulary test. Begin defining words on new vocabulary list. Read Long Way Down, Floor 5 and 4. Complete chart posters for those floors</p> <p>Resources: Chromebooks, Long Way Down Novel, Charts, Markers**Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>	<p>LT:</p> <p>SC:</p> <p>Lesson/Activity:</p> <p>Resources:</p>	<p>LT:</p> <p>SC:</p> <p>Lesson/Activity:</p> <p>Resources:</p>
<p>Wednesday</p>	<p>Standard(s): 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>LT: Students will identify what distinguishes poetry from prose. Students will analyze the poet's</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>choices in a found poem. Students will construct a found poem based on a short story. Students will reflect on their own writing process and choices</p> <p>SC: I can write a response to a prompt. I can write original found poems. I can write a reflection.</p> <p>Lesson/Activity: Pirate Prep, Read/discuss poem verses prose, vocabulary practice</p> <p>Resources: Pirate Prep, Unit 2 Student reader</p> <p>**Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>		
<p>Thursday</p> <p>LWD = Long Way Down novel</p>	<p>Standard(s): 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>LT: Students will read closely and analyze poetry. Students will understand appositives. Students will read closely and analyze Achieve 3000 articles.</p> <p>SC: I can annotate texts. I can identify main ideas and supporting details for non fiction writing. I can identify appositives and appositive phrases.</p> <p>Lesson/Activity: Pirate Prep Achieve 3000 article (read, discuss, summarize, answer questions), Read/analyze Long</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>Way Down, Grammar practice. Resources: Copies of <i>Long Way Down</i>, Chromebooks, worksheets**Accommodations, modifications, and differentiation will be provided to all students who have or need this assistance.</p>		
<p>Friday LWD = Long Way Down novel</p>	<p>Standard(s): 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 LT: Students will read and analyze a personal essay. Students will understand the role of revision in the writing process. Students will analyze revision choices in multiple iterations of a poem. SC: I can write responses to text dependent questions. I can create a chart of text based evidence. I can write an analytical paragraph. Lesson/Activity: Questions for essay, Chart different versions of Lottery. Read/discuss Lottery essay. Resources: Unit 2 student readers, Charts, paper, pencils, highlighters **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>