

RRGSD Remote Instruction Learning Plan

Dates: 9/8-9/11

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| Statement of Goals and Objectives: <i>(Learning Targets in Student & Parent-Friendly Language)</i> | <ul style="list-style-type: none"> Students will be able to infer what the author/character is stating. Students will be able to identify ironic occurrences in a story Students will be able to understand a character's traits and how they change throughout the novel. Students will understand and analyze conflicts within a work. |
| Topic(s)/Concept & NC Standard Course of Study: <i>Topic(s)/Concept and the correlating content standards addressed)</i> | <ul style="list-style-type: none"> Making Inferences RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Characterization RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Irony/Conflict RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise. |
| Social-Emotional Focus | Coming of Age. Being a part of the majority. |

Daily Agenda: Including assignments and due dates

| Date: | Virtual/Remote | Check-In Times for Virtual: |
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| Monday | Holiday | |
| Tuesday | <p>Discussion of first SFNL Chapters 35min</p> <p>Independent Practice: 15 min</p> <p>"Dear Journal" Sleeping Freshmen Writing Activity</p> <p>Exit Ticket 10 min</p> <p>"What will be will be" Inference Activity</p> <p>Homework/Follow Up:</p> <p>The Necklace Analysis Packet</p> <p>Sleeping Freshmen Chapter 14-15 Chapter 14-15 questions, Vocabulary words 14-25 due 9/11</p> | 10:45-11:45am 3rd, 1-2pm 4th |
| Wednesday | <p>Tutorials I will be contacting and reaching out to those students who are missing and or struggling with figurative language as proved by the work they turned in.</p> <p>Sleeping Freshmen Chapter 16-17 and Chapter 16-17 questions</p> <p>Vocabulary words 14-25 due 9/11</p> | All day tutorials |
| Thursday | <p>Conflict Lesson</p> <p>Do Now: 10 min</p> | 9:30-10:30am 2nd Honors 10:45-11:45am 2nd Standard |

Teacher Name:

Broadnax

Subject: English I

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| | <p>Guided Practice: 20 min The Necklace Group Discussion Conflict Slideshow/ TED Talk Video Lesson</p> <p>Independent Practice: 15min The Necklace Characterization, Irony, and Conflict Packet due 9/10</p> <p>Exit Ticket: 15 min The Necklace Commonlit Assessment</p> <p>Homework/Follow Up: Chapter 18-19, Chapter 18-19 Questions, The Necklace Characterization, Irony, and Conflict Packet due Thursday 9/10 Vocabulary words 14-25 due Friday 9/11 Scott's Characterization due 9/14</p> | |
| Friday | <p>Conflict Lesson Do Now: 10 min The Necklace and Irony</p> <p>Guided Practice: 20 min Conflict Slideshow/ TED Talk Video Lesson</p> <p>Independent Practice: 15 min The Necklace Characterization, Irony, and Conflict Packet due 9/9</p> <p>Exit Ticket: 15min The Necklace Commonlit Assessment</p> <p>Homework/Follow Up: Chapter 20-21, Chapter 20-21 Questions, The Necklace Characterization, Irony, and Conflict Packet due Friday 9/11 Vocabulary words 14-25 due Friday 9/11</p> | <p>10:45-11:45am 4th 1-2pm 3rd</p> |

Assessment:*How will I be assessing my students throughout this week?*

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| Formative Assessment(s) | Exit Tickets |
| Summative Assessment(s) | The Necklace Commonlit |
| How will I know my students have mastered the content from this week? | If students reach the learning targets set for the week. Understanding and interpreting the figurative language. Making correct inferences. Assigning correct character traits. |

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Additional Resources:

If a student needs additional support, below are resources that will assist with the material being taught.

| Topic/Concept | Website/Location resource can be found |
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| | Google Classroom Commonlit Youtube:Conflict: https://www.youtube.com/watch?v=rM5cp_YL77k , https://www.youtube.com/watch?v=R20EJ38L67c Google Documents |