



Teacher: C. Klingler

Week: 1

Unit Title: *Building A Learning Community*

Class: English 1/2 CP

Unit Learning Objective: By **DATE**, I will be able to **BLOOM'S VERB** and **CONTENT/ SKILL/CONCEPT** by **ACTIVITY/SHOWING VERB** a(n) **ASSESSMENT OR PRODUCT**.By **1/12** I will be able to **communicate effectively** with my peers about **academic content** by **participating** in **English focused team building activities**.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Standard:</b></p> <p><b>ELA.E1.AOR.6: Summarize and paraphrase text to support comprehension and understanding.</b><br/>         ELA.E1.AOR.6.1.: Summarize and/or paraphrase content from grade-level text to enhance comprehension.</p> <p><b>ELA.AOR.4: Evaluate and critique how an author's perspective shapes style and meaning within and across informational texts.</b><br/>         ALA.E1.AOR.4.1: Analyze an author's perspective or purpose in a text, and analyze how the author's rhetoric contributes to the effectiveness of the text.</p> <p><b>ELA.AOR.8: Analyze word relationships and nuances in word meaning within literary and informational texts.</b></p> <p><b>ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.</b></p> | <p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Read</li> <li>- Text</li> <li>- Literacy</li> <li>- Analysis</li> </ul> <p><b>NEW THINGS TO TRY:</b></p> <p>📺 Fill-in-the-blank Comic Book Activity</p> <p>Maybe do something with this as a way to set expectations for vocabulary:<br/> <a href="https://expresswriters.com/34-craziest-words-english/">https://expresswriters.com/34-craziest-words-english/</a></p> <p>📺 Hip-Hop &amp; Shakespeare? Akala at TEDxAldeburgh<br/>         (Wagner, I think, has some assignments in this folder but I'm not sure it was shared with you because it's Romeo and Juliet.)</p> <p>📺 Barbie - STAAR EOC Test Prep - English 1/2 - Great EOC introduction</p>                                                                                                    |
| <p><b>Learning Targets:</b> I will be able to <b>BLOOM'S VERB</b> and <b>CONTENT/ SKILL/CONCEPT</b> by <b>ACTIVITY/SHOWING VERB</b> a(n) <b>ASSESSMENT OR PRODUCT</b>.</p> <ul style="list-style-type: none"> <li>- <b>Monday:</b> I will be able to identify the classroom rules and expectations by correctly answering questions on a Gimkit Quiz.</li> <li>- <b>Tuesday:</b> I will be able to define read, text, literacy, and analysis by creating a collage of items I read and interpret everyday.</li> <li>- <b>Wednesday:</b> I will be able to identify the basic parts of speech by sorting words into their correct P.O.S. categories.</li> <li>- <b>Thursday:</b> I will be able to explain what rhetorical</li> </ul>                                                            | <p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>- Students will demonstrate proficient communication skills by articulating their thoughts in complete sentences, utilizing appropriate end punctuation.</li> <li>- Students will consistently demonstrate the ability to identify and categorize parts of speech, including nouns, verbs, adjectives, and adverbs, in sentences and texts, showcasing a comprehensive understanding of linguistic structures and enhancing their language analysis skills.</li> <li>- Students will effectively express and exchange ideas, opinions, and information with their peers using clear and concise verbal communication, actively listening to understand and responding appropriately, while utilizing varied vocabulary and language structures.</li> </ul> |

|                                                                                                                                                                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>devices are to another by writing a summary.</p> <ul style="list-style-type: none"> <li>- <b>Friday:</b> I will be able to analyze a speech using the S.O.A.P.S.Tone technique by filling out a S.O.A.P.S.Tone chart.</li> </ul> <p>(These will all need to be realigned)</p> |  |
| <p align="center"> <b>Building A Learning Community Lesson Plan</b><br/> <b>Preceding:</b> E1 &amp; 2 Weekly Lesson Plan 1/4-1/5<br/> <b>Following:</b> E2: Weekly Lesson Plan 1/16-1/19<br/> <b>Learning Targets - Building A Learning Community</b> </p>                       |  |

|                                                                                                                                                        | Activating Strategies <i>(i.e. connections to prior knowledge, building background, etc.)</i>                                                     | Instructional Delivery <b>(Notes/Activities/Materials)</b><br><i>(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | ESOL Accommodations & UDL Framework <i>(Multiple means of engagement, representation, action, and expression)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assessments (Formative/Summative)                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>Monday</p> <p>Tuesday<br/>(weather day-school canceled)</p> <p>Wednesday</p> <p>*assignments and activities were completed in the order listed*</p> | <p>"Prime Time"</p> <ul style="list-style-type: none"> <li>• WYR... Bellringer</li> <li>• Quick Write</li> <li>• Reading Participation</li> </ul> | <p><b>Tues: Practice Quick Write Make-up Assignment</b></p> <p><b>Wed: Practice WYR... Make-up Assignment</b></p> <ul style="list-style-type: none"> <li>• Students must submit a request in writing explaining why they believe they should be allowed to make-up the grade</li> </ul> <p><b>Syllabus and EOC Intro</b></p> <ul style="list-style-type: none"> <li>• Syllabus Form</li> <li>• EOC Intro</li> </ul> <p><b>Rules and Expectations Quiz</b></p> <ul style="list-style-type: none"> <li>• Building A Learning Commun...</li> <li>• Grading Policies: Quizzes and Tests</li> <li>• Gimkit Practice</li> <li>• Gimkit Quiz</li> </ul> <p><a href="#">Back-up Quiz - Google Form</a></p> | <ul style="list-style-type: none"> <li>• Guided notes</li> <li>• Side by side translations</li> <li>• Translated materials</li> <li>• Sentence stems</li> <li>• Pointing</li> <li>• Slowed down speech</li> <li>• Simplified word use</li> <li>• Accommodated assignments</li> <li>• Heterogeneous/Homogeneous grouping</li> <li>• Use of Google Translate</li> <li>• Word banks</li> <li>• Videos with Spanish captions</li> <li>• Transcripts for videos</li> <li>• Supplemental videos</li> <li>• Guided notes</li> <li>• Side by side translations</li> <li>• Sentence stems</li> <li>• Pointing</li> <li>• Accommodated assignments</li> <li>• Heterogeneous/Homogeneous grouping</li> </ul> | <p>Rules and Expectations Quiz</p> <p>Meme Assignment</p> <p>Q3 Make-up Assignment</p> <p>Flash Fiction: P.O.S.</p> |

|          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                   |
|----------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------|
|          |  | <p><b>Re"meme"ber the Rules and Expecations Assignment</b></p> <ul style="list-style-type: none"> <li>📁 Building A Learning Commun...</li> <li>📄 Re'meme'ber the Rules and E...</li> </ul> <p><b>Content Specific Vocabulary</b></p> <ul style="list-style-type: none"> <li>📁 Building A Learning Commun...</li> <li>Add to Analysis:</li> <li>📄 My Papa's Waltz.doc</li> <li>• Post-It Responses</li> <li>• Content Vocabulary Collage</li> <li>📁 Content Vocab Collage</li> <li>• Exit Ticket</li> <li>📄 3.2.1. Content Vocab Exit Ticket</li> </ul> <p><b>Setting Goals</b></p> <ul style="list-style-type: none"> <li>• Reading purpose activity</li> <li>📄 Reading with a Purpose The ...</li> <li>📄 Reading Purpose Activity</li> <li>📄 Goal Worksheet.pdf</li> </ul> <p><b>Skills Assessment</b></p> <ul style="list-style-type: none"> <li>📄 Skills Assessment - 1/8</li> <li>📄 ML1 Skills Assessment - 1/8</li> </ul> |  |                                                   |
| Thursday |  | <p><b>WW: Parts of Speech (P.O.S.)</b></p> <ul style="list-style-type: none"> <li>📁 WW: Parts of Speech - Exquisi...</li> </ul> <p><b>Exquisite Corpse Poetry</b></p> <ul style="list-style-type: none"> <li>📄 Exquisite Corpse Poetry</li> <li>📁 WW: Parts of Speech - Exquisi...</li> <li>📄 Adjective Word Bank.pdf</li> <li>📄 Verbs Word Bank.pdf</li> <li>📄 Noun Word Bank.pdf</li> <li>📄 Adverb Word Bank.pdf</li> </ul> <p><b>Q3 Practice Classwork Make-up Assignment</b></p> <ul style="list-style-type: none"> <li>• Additional P.O.S. Practice in No Red Ink</li> </ul>                                                                                                                                                                                                                                                                                                                                              |  | #2 Parts of Speech Make-up Assignment (and email) |

|            |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                      |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|
|            |                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>#2 Parts of Speech</li> </ul> <p><b>WW: Flash Fiction</b></p> <ul style="list-style-type: none"> <li>Flash Fiction: Parts of Speech</li> <li>ML Flash Fiction: Parts of Spe...</li> <li>FREEBIEStoryMapSettingCha...</li> <li>Use to chunk for SPED and ML's</li> <li>Standard Flash Fiction Check ...</li> <li>ML Standard Flash Fiction Ch...</li> <li>Walking Reflection</li> <li>Walking Reflection - Flash Fic...</li> <li>Walking Reflection Centers</li> </ul> <p><b>Part of Speech Extension</b></p> <ul style="list-style-type: none"> <li>Schoolhouse Rock, conjunctio...</li> <li>Schoolhouse rock, Busy Prep...</li> <li>PartsofSpeechColoringFREE-...</li> </ul> |  |                                                                                      |
| Friday     |                                                                                                                                                                                                                                                                                                                                           | <p><b>Parts of Speech Quiz</b></p> <ul style="list-style-type: none"> <li>Review Game - <a href="#">Trashketball</a></li> <li>Trashketball-Teacher-Directio...</li> <li>Copy of PartsofSpeech - NVA</li> <li>Quiz</li> <li>FREEWinterMadLibsWritingg...</li> </ul> <p>Possible alternative: <a href="#">Make Your Own Mad Libs</a></p> <p><b>Finish WW: Flash Fiction</b></p> <p><b>Film Club: Make-up Assignment</b></p>                                                                                                                                                                                                                                                                                            |  | <p>Trashketball Participation</p> <p>P.O.S. Mad Lib Quiz</p> <p>Film Club 3.2.1.</p> |
| Leftovers: | <p><b>Lesson Plan - Introduction to Rhetorical Devices</b></p> <p><b>Parts of A Paragraph</b></p> <ul style="list-style-type: none"> <li>Pair Work: Paragraph Puzzle</li> <li>Paragraph Puzzle #1</li> <li>Paragraph Puzzle #2</li> <li>Guided Notes</li> <li>Paragraph Notes</li> <li>Pair Work: Paragraph Puzzle Corrections</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                      |

 Paragraph Puzzle Reflection

- Model Text
- Practice Paragraph

 Breaking Down the Paragraph Practice

(Move to Thursday if time runs out)

[Paraphrasing Practice](#)