

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, 2/10	Tuesday, 2/11	Wednesday, 2/12	Thursday, 2/13	Friday, 2/14
Assignment(s) Due Today: Spelling quiz	Assignment(s) Due Today:	Assignment(s) Due Today: Flight of Icarus assignment due - pd 7	Assignment(s) Due Today:	Assignment(s) Due Today: Pd 3 /4 - spelling
Essential Question(s): How do actions define us? How do I use commas correctly? Why does an author choose to write a poem over a story?	Essential Question(s): How do actions define us? How do I make text inferences? How does poetry enable authors?	Essential Question(s): How do actions define us? How do I make text inferences?	Essential Question(s): How do actions define us? How do I make text inferences?	Essential Question(s): How do actions define us? How do I make text inferences?
Lesson/Activities: Pd 3/ 4 Finish Linkit Form B Commas and Edits Spelling Test "Icarus's Flight" VS "The Flight of Icarus" - reading same story in different formats Why does an author choose to write a poem over a story?	Lesson/Activities: Period 3 /4 Warm up- reading Commas continued Spelling Coach Books- poetry pages 18-28 Discovery- one type of poem Period 6/ 7 Warm up Finish Linkit Commas lesson	Lesson/Activities: 1. Warm up reading Spelling Commas review Continue Coach poetry pages 18-28 Continue poem identification Period 6 /7 1. Warm up 2. Commas TDA Q an dA	Lesson/Activities: 1. Warm up reading Spelling Commas Test Journal Writing Rogue Wave start · Day 1 engagement activities o Allow students to complete 3 engagement activities with table partners,	Lesson/Activities: 1. Warm up 2. Spelling test Go over Linkit Miss Walker Lesson Rogue wave reading day · Reading, stopping to annotate + discuss (entire period)

<p>Written response</p> <p>Period 6 / 7</p> <p>Linkit Form B</p>	<p>TDA's back and discuss</p> <p>Miss Walker Lesson:</p> <p>Finishing Icarus' Flight in second half</p> <ul style="list-style-type: none"> · Assessment practice and "Analyze the Text" questions o Independent work, discuss as class upon completion · puzzle poem activity o Group activity, students turn in when completed (points?) · Check-in on Icarus projects o If students need more class time: allow remainder of period for quiet work o If students are mostly finished/close to finishing: Complete Venn-diagram organizer comparing Icarus story/poem 	<p>Miss Walker Lesson:</p> <p>**Flight of Icarus' projects due!**</p> <p>Rogue Wave start</p> <ul style="list-style-type: none"> · Day 1 engagement activities o Allow students to complete 3 engagement activities with table partners, then bring them back in to share/discuss o Ask for predictions based on engagement activities (students really seemed to enjoy this w/ Icarus 😊) · Read pg. 133 o Focus on making inferences. Students will need more practice with this than plot · Vocabulary tri-fold and background · Use remaining time to start reading 	<p>then bring them back in to share/discuss</p> <ul style="list-style-type: none"> o Ask for predictions based on engagement activities (students really seemed to enjoy this w/ Icarus 😊) · Read pg. 133 o Focus on making inferences. Students will need more practice with this than plot · Vocabulary tri-fold and background · Use remaining time to start reading <p>Period 6 / 7</p> <p>1. Warm Up</p> <p>2. Grammar quiz</p> <p>Miss Walker Lesson</p> <p>Rogue wave reading day</p> <ul style="list-style-type: none"> · Reading, stopping to annotate + discuss (entire period) 	<p>Period 6 / 7</p> <p>1. 1. Warm up</p> <p>Go over linkit</p> <p>3. Miss Walker:</p> <p>Rogue Wave day 3</p> <ul style="list-style-type: none"> · Continue reading. o If students finish reading, have students complete assessment practice. Review answers and then connect reading to Essential Question and Unit theme of "taking control" o If students do not finish reading, request they finish as homework?
<p>Homework:</p> <p>IXL</p>	<p>Homework:</p> <p>TDA</p>	<p>Homework:</p> <p>IXL</p>	<p>Homework:</p> <p>IXL</p>	<p>Homework:</p>
<p>Projected Quiz or Test:</p>	<p>Projected Quiz or Test:</p>	<p>Projected Quiz or Test:</p>	<p>Projected Quiz or Test:</p>	<p>Projected Quiz or Test:</p>

	Comma quiz Pd 3 /4 spelling test friday Comma test thurs	Comma quiz thurs Pd 3 /4 spelling test friday Comma test thurs	Pd 3 /4 spelling test friday Comma test thurs	
Collins Writing: Comparing genres	Collins Writing: journal	Collins Writing: Icarus writing assignment	Collins Writing:	Collins Writing:
Special Notes:	Special Notes:	Special Notes:	Special Notes:	Special Notes:

Honors 11 Period 8

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Monday, 2/3	Tuesday, 2/4	Wednesday, 2/5	Thursday, 2/6	Friday, 2/7
Assignment(s) Due Today: Lit term quiz	Assignment(s) Due Today:	Assignment(s) Due Today: Vocab	Assignment(s) Due Today: Act 4 vocab	Assignment(s) Due Today:
<p>How does the conflict between personal integrity and the pressure to conform to societal expectations play out in Act 3?</p> <p>In what ways does the court in <i>The Crucible</i> represent the dangers of unchecked power and authority?</p>	<p>How does the conflict between personal integrity and the pressure to conform to societal expectations play out in Act 3?</p> <p>In what ways does the court in <i>The Crucible</i> represent the dangers of unchecked power and authority?</p>	<p>Essential Question(s):</p> <p>How does the conflict between personal integrity and the pressure to conform to societal expectations play out in Act 3?</p> <p>In what ways does the court in <i>The Crucible</i> represent the dangers of unchecked power and authority?</p>	<p>Essential Question(s):</p> <p>How does the conflict between personal integrity and the pressure to conform to societal expectations play out in Act 3?</p> <p>In what ways does the court in <i>The Crucible</i> represent the dangers of unchecked power and authority?</p>	<p>Essential Question(s):</p>

Lesson/Activities: 1. Quiz 2. Continue reading Act 3 Discuss court hearings, injustice, manipulation Final Project Assignment Overview	Lesson/Activities: 1. Continue Act 3 Reading whole class Answer questions	Lesson/Activities: 1. Finish Act 3 Discussion Power dynamics, conscience and authority, injustice, manipulation	Lesson/Activities: Act 3 Test Act 4 vocabulary due	Lesson/Activities: 1. Guidance Scheduling (rescheduled from last week's FID)
Homework: Act 3 test Thurs.	Homework: Vocab 3	Homework:	Homework: Response:	Homework: Finish act 3
Projected Quiz or Test: Act 3 test thurs. Projects due Feb 24	Projected Quiz or Test: Projects due Feb 24	Projected Quiz or Test: Projects due Feb 24	Projected Quiz or Test: Projects due Feb 24	Projected Quiz or Test: Projects due Feb 24
Collins Writing:	Collins Writing:	Collins Writing:	Collins Writing: Reputation writing assignment	Collins Writing:
Special Notes:	Special Notes:	Special Notes:	Special Notes:	Special Notes: