

English I Lesson Plans - 1st Nine Weeks

Unit One

Week One: August 18-20

Wednesday	Thursday	Friday
<p>First Day of School</p> <p>Name Game</p> <p>Have students get into small groups. Since we will be studying migrant workers, have students come up with something they would bring if forced to leave their homes and travel across the country for work. The name of the item must start with the first letter of their name. They will go around the group remembering each other's name. Then as a large group, they will say their name and their item (making a gesture to describe their item).</p> <p>Capturing Kids Hearts Character Lesson Respect - Week 1 and 2</p>	<p>Think Pair Share:</p> <p>Why are outsiders scorned or treated differently? What makes groups so suspicious of outsiders?</p> <p>Pre-Reading for <i>Of Mice and Men</i> Historical Context</p> <p>Watch brief video over migrant workers (PBS)</p> <p>"The Harvest Gypsies" Reciprocal reading of the text.</p> <p>-Discuss the tasks for each role assigned during reciprocal reading.</p> <p>-Complete section 1 of the reading as a whole class. Students will be in groups of 4. Each group will be assigned a specific role. I will read the section aloud and students will take notes while I read. Groups will then complete assigned tasks – summarizer, predictor, clarifier, questioner.</p>	<p>"The Harvest Gypsies"</p> <p>Students will then read the remaining four sections of the passage individually. Each student in the group will have a specific task card. When they complete the section, they will discuss/share their responses with the group. They will then trade cards with another student in their group and repeat the process for the next section of the passage. This will continue until the passage is complete.</p>
<p>Assessments: No grades taken this week</p>		

Week Two: August 23-27

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Capturing Kids Hearts</p> <p>Social Contract Day</p>	<p>Everyday Edit</p> <p>Continue reciprocal reading of "The Harvest Gypsies"</p>	<p>Vocabulary</p> <p>Students will complete the vocabulary activity in Study Sync for chapter one of <i>Of Mice and Men</i> (If students do not have chromebooks, they will complete the printed assignment.)</p> <p>Finish reading "The Harvest Gypsies" as a whole class.</p> <p>Discuss characteristics of migrant workers described in the passage.</p> <p><i>Of Mice and Men</i> Chapter One</p> <p><i>Disclaimer: offensive language, racism, violence, animal death</i></p> <p>-Begin reading the first chapter aloud, stopping to ask questions as we read.</p> <p>Audio of novel: https://www.youtube.com/watch?v=Car_We66TME</p> <p>-While reading, students will compile a list of character traits for George and Lennie</p>	<p>Quick Write</p> <p>Write the following quote on the board: "The best laid plans of mice and men often go awry." - Robert Burns</p> <p>-Ask students to write about whether they agree or disagree with the quote. -They should support their responses with specific examples.</p> <p><i>Of Mice and Men</i> Chapter One</p> <p>-Finish reading the first chapter. stopping to ask questions as we read, while students take notes -Students will work in pairs to complete the THINK questions for chapter one in Study Sync. -They should complete the questions for homework (if needed, dependent on time allowed in class)</p>	<p>Everyday Edit</p> <p>Finish THINK questions (if needed)</p> <p>Character Analysis</p> <p>Students will complete a character analysis over George and Lennie based on what they read in chapter one</p>
<p>Formative Assessments: 1) Reciprocal reading of "Harvest Gypsies", 2) Character Analysis OMAM, 3) "Braving the Wilderness" Assignment Summative Assessments: none</p>				

Week Three: August 30-September 3

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Vocabulary Students will complete the vocabulary activity in Study Sync for chapter two of <i>Of Mice and Men</i> (If students do not have chromebooks, they will complete the printed assignment.)</p> <p>“Braving the Wilderness” Students will work individually, reading the story and completing assigned tasks on StudySync (quiz and writing assignment)</p>	<p>Everyday Edit</p> <p>Finish “Braving the Wilderness” Students will work individually, reading the story and completing assigned tasks on StudySync (quiz and writing assignment)</p> <p>Complete THINK questions as a whole class</p>	<p>Quick Write What are the qualities that make a loyal friend? Who do you think would be more loyal, George or Lennie? Explain why using evidence from the text to support your response.</p> <p>Of Mice and Men Chapter Two -Begin reading chapter 2 aloud, stopping to ask questions as we read.</p> <p>Audio of novel: https://www.youtube.com/watch?v=Car_We66TME</p> <p>While reading, students will compile a list of descriptions of the setting of the novella.</p> <p>Discuss how setting influences the theme and tone of the reading.</p>	<p>Everyday Edit</p> <p>Finish reading <i>Of Mice and Men</i> Chapter 2.</p> <p>Chapter Summaries Students will write a summary of chapter two. Teacher will model writing summaries using chapter one.</p>	<p>SUB</p> <p>Study Sync Lesson Assigned: St. Lucy’s Home for Girls Raised by Wolves Students will work <u>independently</u> to complete: Reading THINK questions Quiz Writing Prompt</p>
<p>Formative Assessments: 4) St. Lucy’s Home for Girls Raised by Wolves Summative Assessments: none?????</p>				