

# English II Lesson Plans - 1st Nine Weeks

## Unit One

Week One: August 18-20

Wednesday	Thursday	Friday
<p><b>First Day of School</b></p> <p><b>Name Game</b> Have students get into small groups. Tell students that we are going to go on a trip and they should pack whatever they need. Students will choose an item that they would want to bring on the trip. 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><b>Capturing Kids Hearts Character Lesson</b> Respect - Week 1 and 2</p>	<p><b>Think Pair Share</b> What makes a law/rule a good one to have? When should laws/rules be updated or thrown out? Think of a law/rule that you think is unnecessary or silly. Have students share their responses with their table. Ask students to share with class. Show website about Texas laws. <a href="https://www.trianglerealtyllc.com/unusual-laws-in-texas/">https://www.trianglerealtyllc.com/unusual-laws-in-texas/</a> What about things happening in our community, our country, or world that we consider wrong, unjust, unfair, and unkind. Ask students to brainstorm things that people can do when we disagree with the laws/rules in place or with injustice or unfairness taking place. Share with partners and class. 3. Writing Diagnostic (Persuasive Essay) Do you agree or disagree with the following statement: Words are a form of action, capable of influencing change. –Ingrid Bengis Why or why not? Use examples to support your opinion.</p>	<p>Finish writing diagnostic (if needed).</p> <p><b>Think Pair Share</b> We talked yesterday about ways people can instigate change when something doesn't make sense or is unjust or unfair. We also talked about the power of words. <b>What happens if you cannot speak up? Can you think of times when you or someone you know wanted to speak up against something but couldn't because you weren't allowed to or you were afraid to?</b></p> <p>Review examples of times when someone was silenced. (The Hunger Games, Tiananmen Square, Hitler) <a href="https://www.pbs.org/wgbh/frontline/article/why-photos-of-tiananmen-squares-tank-man-were-hidden-in-a-hotel-toilet/">https://www.pbs.org/wgbh/frontline/article/why-photos-of-tiananmen-squares-tank-man-were-hidden-in-a-hotel-toilet/</a> <a href="https://www.youtube.com/watch?v=Schd86HVMs0">https://www.youtube.com/watch?v=Schd86HVMs0</a></p> <p><b>Reciprocal Reading</b> <b>“The Refusal” by Franz Kafka</b> -Introduce story (blind obedience, Kafka's background) -Discuss roles in reciprocal reading Students will then read the 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>

Week Two: August 23-27

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Capturing Kids Hearts Social Contract Day</b></p>	<p><b>Vocabulary</b> Students will complete the vocabulary activity in Study Sync for F451 Part 1A</p> <p>Reciprocal reading of “The Refusal”</p> <p><b>Quiz - “The Refusal”</b> Individually complete the multiple choice quiz over the reading in StudySync</p> <p><b>THINK</b> Answer the THINK questions from StudySync over the text (if time permits)</p>	<p><b>Everyday Edit</b></p> <p><b>Fahrenheit 451 Part 1A (1-22)</b> -Begin reading the first part aloud, stopping to ask questions as we read. -While reading, students will annotate the text using the assigned annotations: <b>Vocabulary/Unknown words</b> <b>Character Analysis/descriptions</b> <b>Observations about the world of F451</b> <b>Questions</b></p>	<p><b>Quick Write</b> Clarisse causes Montag to recall a childhood memory, which seemed to describe a rare moment of comfort and closeness between Montag and his mother. Describe a memory you have that elicits that same feeling of comfort and closeness with someone.</p> <p>Continue/Finish reading part one of F451.</p> <p>-Give students time to complete reading guide for each section, which includes: <b>Vocabulary</b> <b>Character Analysis</b> <b>Symbols</b> <b>Observations</b> <b>Questions</b> <b>Summary</b> <b>Inferences/ Predictions</b></p>	<p><b>Inference Activity: “What’s Going On In The Picture?”</b></p> <p><b>“Malala Yousafzai - Speech at the United Nations”</b> Students will work <u>individually</u>, reading the speech and completing assigned tasks on StudySync (quiz and writing assignment)</p>
<p><b>Formative Assessments:</b> 1) The Refusal - Reading Quiz, 2) Malala Study Sync Assignment <b>Summative Assessments:</b> none</p>				

**Week Three: August 30-September 3**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><b>Vocabulary</b> Students will complete the vocabulary activity in Study Sync for chapter one, part two of <i>Fahrenheit 451</i></p> <p>Finish "Malala Yousafzai - Speech at the United Nations" Study Sync Activities (quiz and writing assignment)</p> <p>Complete THINK questions as a whole class, if time</p>	<p><b>Everday Edit</b></p> <p><b><i>Fahrenheit 451</i> Part 1B (22-40)</b> -Begin reading part 1B aloud, stopping to ask questions as we read.</p> <p>-While reading, students will annotate the text using the assigned annotations: <b>Vocabulary/Unknown words</b> <b>Character Analysis/descriptions</b> <b>Observations about the world of F451</b> <b>Questions</b></p>	<p><b>Quick Write</b> <b>Focus on character motivation</b></p> <p>Continue/Finish reading part one of F451.</p>	<p><b>Everyday Edit</b></p> <p><b>Reading Quiz for F451 Part 1A-B</b></p> <p>Give students time to complete reading guide for each section, which includes: <b>Vocabulary</b> <b>Character Analysis</b> <b>Symbols</b> <b>Observations</b> <b>Questions</b> <b>Summary</b> <b>Inferences/Predictions</b></p>	<p><b>SUB</b></p> <p><b>Study Sync Assignment: Things Fall Apart Reading Quiz THINK questions Prompt</b></p>
<p><b>Formative Assessments:</b> 3) Reading Quiz F451 Parts 1A-B, 4) Study Sync Things Fall Apart Assignments (completion) <b>Summative Assessments:</b> none</p>				