

## Lesson Plans for Geri Lear for the week of 08/21/2017 (Page 1)

### AP Language

Mon 08/21

<p><u>Unit</u> American Dream</p>	<p><u>Lesson(s) Link</u> <a href="https://learnzillion.com/resources/81666-english-language-arts-guidebook-units">https://learnzillion.com/resources/81666-english-language-arts-guidebook-units</a></p>
<p><u>Text(s)</u> What text(s) will students be reading today?</p> <p>de Crevecour excerpt "What is an American?"</p>	
<p><u>Lesson Objective</u> What will students be able to do as demonstrated by the "you do" and exit ticket?</p> <ul style="list-style-type: none"> <li>- Students will be able to show mastery of three-pass reading strategy.</li> <li>- Students will be able to define "American Dream"</li> </ul>	<p><u>Louisiana State Standards</u> Students should read, write, work toward language standards, and participate in speaking and listening daily.</p> <p>RL.11-12.1, RL.11-12.2, RL.11-12.4, L.11-12.4a, L.11-12.4b, L.11-12.4c, L.11-12.4d, W.11-12.1a, W.11-12.10</p>
<p><u>Assessment &amp; Exemplar</u> Exit ticket or other assessment and exemplary response</p> <p>Practice reading passage</p>	
<p><u>Agenda</u></p> <p><u>Do Now:</u> -Quotation Reflection Monday</p> <p><u>I Do:</u> - Feedback from diagnostic week. - Discuss associations to phrase "American Dream"</p> <p><u>We Do:</u> - Begin discussing theme of American dream by reading "What is an American"</p> <p><u>You Do:</u> - View and reflect: <a href="https://www.youtube.com/watch?v=0eL3GXXJJoM">https://www.youtube.com/watch?v=0eL3GXXJJoM</a></p> <p><u>Exit Ticket:</u> - Visual representation of "American Dream"</p>	
<p><u>Differentiation</u></p> <p>Whole Class -</p> <p>Small Group -</p> <p>Individual Accommodations -</p>	

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Tue 08/22

Text(s)

What text(s) will students be reading today?

Post-Test reading text

Lesson Objective

What will students be able to do as demonstrated by the "you do" and exit ticket?

- Students will be able to show mastery of three pass reading strategy.
- Students will be able to practice basic grammatical concepts in ACT format.

Louisiana State Standards

Students should read, write, work toward language standards, and participate in speaking and listening daily.

RL.11-12.1, RL.11-12.2, RL.11-12.4, L.11-12.4a, L.11-12.4b, L.11-12.4c, L.11-12.4d, W.11-12.1a, W.11-12.10

Assessment & Exemplar

Exit ticket or other assessment and exemplary response

Post-Test for Three-Pass Reading Strategy

Agenda

Do Now:

- Proofreading Exercises

I Do:

- Substitute introductions, attendance, and directions.

We Do:

- Post-Test

You Do:

- ACT English, 11-2, 34-36 in Parts of speech and sentence structure.

Exit Ticket:

- Finish visual of American Dream

Differentiation

Whole Class -

Small Group -

Individual Accommodations -

Wed 08/23

Unit

American Dream

Lesson(s) Link

<https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>

Text(s)

What text(s) will students be reading today?

Chapter 9 of *The Great Gatsby*

<p><u>Lesson Objective</u></p> <p>What will students be able to do as demonstrated by the "you do" and exit ticket?</p> <ul style="list-style-type: none"> <li>- Students will be able to identify each word's part of speech in the context of its sentence function.</li> <li>- Students will be able to locate evidence from excerpt to support "American Dream" concept.</li> </ul>	<p><u>Louisiana State Standards</u></p> <p>Students should read, write, work toward language standards, and participate in speaking and listening daily.</p> <p>RL.11-12.1, RL.11-12.2, RL.11-12.4, L.11-12.4a, L.11-12.4b, L.11-12.4c, L.11-12.4d, W.11-12.1a, W.11-12.10</p>
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<p><u>Assessment &amp; Exemplar</u></p> <p>Exit ticket or other assessment and exemplary response</p> <p>Short Writing Exercise</p>
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<p><u>Agenda</u></p> <p><u>Do Now:</u></p> <ul style="list-style-type: none"> <li>- Vocabulary Exercises from day's passage.</li> </ul> <p><u>I Do:</u></p> <ul style="list-style-type: none"> <li>- Discuss the goals of the unit and the final product, which is an essay regarding the American Dream (A.D.).</li> </ul> <p><u>We Do:</u></p> <ul style="list-style-type: none"> <li>- Students will share and discuss their visual representations of the A.D.</li> <li>- Students will correct and adjust ACT English grammar elements from Tuesday's assignment.</li> <li>- Students will read and annotate passage from <i>The Great Gatsby</i>.</li> </ul> <p><u>You Do:</u></p> <ul style="list-style-type: none"> <li>- Students will locate evidence from the excerpt regarding A. D.</li> </ul> <p><u>Exit Ticket:</u></p> <ul style="list-style-type: none"> <li>- Students will write a response about how Fitzgerald presents the A.D. in the text.</li> </ul>
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<p><u>Differentiation</u></p> <p>Whole Class -</p> <p>Small Group -</p> <p>Individual Accommodations -</p>
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Thu 08/24

<p><u>Unit</u></p>	<p><u>Lesson(s) Link</u></p> <p><a href="https://learnzillion.com/resources/81666-english-language-arts-guidebook-units">https://learnzillion.com/resources/81666-english-language-arts-guidebook-units</a></p>
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<p><u>Text(s)</u></p> <p>What text(s) will students be reading today?</p>
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<p><u>Lesson Objective</u></p> <p>What will students be able to do as demonstrated by the "you do" and exit ticket?</p> <ul style="list-style-type: none"> <li>- Students will be able to</li> </ul>	<p><u>Louisiana State Standards</u></p> <p>Students should read, write, work toward language standards, and participate in speaking and listening daily.</p>
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- Students will be able to

**Assessment & Exemplar**

Exit ticket or other assessment and exemplary response

**ACT Diagnostic: All School**

Differentiation

Whole Class -

Small Group -

Individual Accommodations -

Fri 08/25

Unit  
American Dream

Lesson(s) Link  
<https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>

Text(s)

What text(s) will students be reading today?

Ch. 9 excerpt from *The Great Gatsby*

Lesson Objective

What will students be able to do as demonstrated by the "you do" and exit ticket?

- Students will be able to

- Students will be able to

Louisiana State Standards

Students should read, write, work toward language standards, and participate in speaking and listening daily.

RL.11-12.1, RL.11-12.2, RL.11-12.4, L.11-12.4a, L.11-12.4b, L.11-12.4c, L.11-12.4d, W.11-12.1a, W.11-12.10

**Assessment & Exemplar**

Exit ticket or other assessment and exemplary response

Revised writing sample

Agenda

Do Now:

- Visual Analysis Activity

I Do:

- Teacher will provide further support for writing structure and incorporation of textual support.

We Do:

- Students will practice "Summarizing, Quoting, and Paraphrasing" via Fitzgerald text.

You Do:

-Students will revise writing task and turn in for best quality check.

Exit Ticket:

- ACT Practice

Differentiation

Whole Class -

Small Group -

Individual Accommodations -