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| **Sophomore English II. LESSON PLANS**  | **March 13-17, 2017** |  | **English II. Novels:Fahrenheit 451**  **The Book Thief** **Close Reader** **Introduction to Citelighter**  **Webquest:** Plagiarism  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **A2 & A3****Bell Ringer:** **15 minutes ea. day****Writing Prompts**:1. Make a list of 40 things that happened to you this month. They can be funny, embarrassing, happy, or infuriating. Then, pick one from your list and write one page about it.

------------------------------------------------**Read & Quiz: A2, A3**1. **The Book Thief**
2. **Fahrenheit 451**
* In groups, students will create “Five Cards activity” (Why, Where, When, What, and How), and answer the questions.
* In groups, students will create “Five Cards Quotes” (What was Said)

**---------------------------------------------****Close Reader**1. Students will read “In Defense of Everglade Pythons,” pgs.23-262. Students will collect and cite text evidence**Getting to Know Citelighter**1. Students will be given a username and password
2. Students willfollow all of the directions, step by step, to learn how to use Citelighter.

**--------------------------------------------------Plagiarism WebQuest: questgarden.com/69/27/4/100402062703/index.**1. This webQuest was developed to help high school students understand the concept of plagiarism, how to avoid it, and the possible consequences of it.

In this WebQuest, students will participate in a number of activities that will help them avoid the traps of plagiarism. 1.) Students will go to several different sites on plagiarism to familiarize themselves with the concept and create a definition of plagiarism.  2.) Students will review some situations about citing and using information and determine if they could be construed as plagiarism.  They will need to support their answers.3.) Students will practice paraphrasing and citing sources.-----------------------------------------------**QC Assessment Review** | **B1****Same as Monday** | **A2 & A3****Bell Ringer: 15 minutes ea. day**1. The dictionary in your shelf has more than 200,000 words defined. Why don’t you blow off some of the dust on its cover and randomly pick out ten words? Don’t look at the meaning; just concentrate on the words. Write down your chosen words on a blank sheet of paper. Now, you’re going to have fun creating meanings for those words. What do the words make you think of? What do you think they should mean?

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**---------------------------------------****Close Reader cont’**1, Students will read “In Defense of Everglade Pythons,” pgs.23-262.Students will collect and cite text evidence**-----------------------------------------****Getting to Know Citelighter** cont’1. Students will be given a username and password
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| **COMMON CORE STANDARDS**RI 1, RI2, RI3, RI4, RI5, RI6, W2, L 1b, L 4B |  |  |
| **LEARNING TARGETS: “I CAN” statements for students**I can analyze a novel.I can collect and cite text evidenceI can understand how Citelighter worksI can understand the concept of plagiarism | **LEVEL/RIGOR (DOK)**INTRODUCTIONMASTERY |
|   | **MODIFICATIONS/ACCOMMODATIONS/ INTERVENTIONS** Will work in small groups.Will partner with a buddy.One-on-one |
| **ESSENTIAL QUESTION****Can I collect and cite text evidence?** **Can I understand the concept of plagiarism?****Can I understand how Citelighter works?**  |
| **ASSESSMENT/WRAP IT UP**Students will present their work. |