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| **Sophomore English II Lesson Plans** | **May 15-19, 2017** |  | **English II. Writing Prompt**  **Close Reader**  **Performance Assessment** |

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| **Monday**  **5/15** | **TUESDAY**  **5/16** | **WEDNESDAY**  **5/17** | **THURSDAY**  **5/18** | **FRIDAY**  **5/12** |
| **A2 & A3**  **Bell Ringer: 15 minutes**   Great end of year gift to students. What a fun idea! Will give each student a sheet of paper with every classmate's name on it. They have to write a nice sentence about everyone, then each student has 20+ nice things written about him or her. Some students don't hear about how great they are at home, so this can be a much-needed pep talk. I will collect them all in a frame to preserve them. Kids will love hearing about how great they are from classmates.  **Movie: 13 Reasons Why** | **B1**  **Bell Ringer:15 minutes**   Great end of year gift to students. What a fun idea! I will give each student a sheet of paper with every classmate's name on it. They have to write a nice sentence about everyone, then each student has 20+ nice things written about him or her. Some students don't hear about how great they are at home, so this can be a much-needed pep talk. I will collect them all in a frame to preserve them. Kids will love hearing about how great they are from classmates.  **Movie: 13 Reasons why** | **A2 & A3**  **Bell Ringer: 15 minutes**  Describe the best concert you ever attended.  ………………………  What is it like to go shopping with your mother?  **Close Reader Workbook,**  **pgs. 55-62**  **How We See Things**   * Read “The Trouble with Poetry” and begin to collect and cite evidence. * Underline repeating phrases. * Circle what “the trouble with poetry” is * In the margin, paraphrase lines 1-16   Close Reader Workbook , pgs. 63-66   * Every Second Counts Read book review and complete activities 1-6, and the Short Response.   **Performance Assessment**  **(green workbook) pgs.35-64**  **Step 1: Analyze the Model**   * How have birds and lizards adapted to their environments?   Students will read:   * An informational article; Don’t start Without a Plan   Students will analyze:   * Two Student Models; Two Water Birds: The Albatross and the Cormorant and Winged Lizards.   **Step 2: Practice The Task**   * What adaptations allow deep-sea creatures to survive in extreme environments?   Students will read:   * A Database * A Science Aticle * Field Notes * An Informational Article   Students will write:   * An Informative Essay   **Step 3: Perform The Task**   * How have Australian animals adapted to their environment?   Students will read:   * Two Informative Essays   Students will write:  An Informative Essay | **B1**  **Bell Ringer: 15 minutes**  Describe the best concert you ever attended.  ……………………..  What is it like to go shopping with your mother?  **Close Reader Workbook,**  **pgs. 55-62**  **How We See Things**   * Read “The Trouble with Poetry” and begin to collect and cite evidence. * Underline repeating phrases. * Circle what “the trouble with poetry” is * In the margin, paraphrase   lines 1-16  **\*Same as Wednesday.** | B1, A1, A2, A3, B4  Make up work. |