

TEACHER: **Randee Acey** SUBJECT: **English 9**

Unit: Rhetoric and Civil Rights

DATE: 12/06/2022

How can words inspire change? How do writers use rhetoric to inspire change? How do various forms of media influence change in different social justice situations?

DAY	BELL RINGER	ANTICIPATORY SET	PROCEDURES	ASSESSMENT	CLOSURE
MON	<p>Greet students and assist with bellringer: ACT commas skill builder</p> <p>-Review missed assignments if previously absent</p> <p>-Encourage students to prepare for class. (notebook, homework, pencils)</p> <p>-Clarify any questions and reteach as needed.</p> <p>-Use proximity with students that struggle with getting started on assignment.</p> <p>Standards RL4 RL5 W2 W7 L1 L1c SL1 SI5 RL1-5 RL 9.1 RL 9.2 RL9.4 W9.9 SL9.1 L9.2-9.5 ACT focus: commas and punctuation Narrative Fiction Rhetoric and Civil Rights</p> <p>How was Dr. Martin Luther King Jr important in the Civil Rights Movement?</p>	<p>-TTW Ensure all students have notes out and are ready for daily lesson.</p> <p>-TSW will be questioned about prior knowledge to establish a relationship between new lesson and previous knowledge</p> <p>-TSW will be asked to analyze the lesson's objective to check for meaning and purpose.</p> <p>Review MEAL structure and textual evidence in small group.</p> <p>Review word wall.</p> <p>Bell ringer assist student with slip sheet. Remind students to get chromebooks for essay explanation.</p>	<p><i>TTW follow along with students and classroom teacher on model essay. Explain procedures and expectations to students. Allow for questions and answers. Assist individual students with organizing information on google doc for their chosen essay topic. Read short essay aloud to students in small group. Give student teacher made notes on directions and essay explanations.</i></p>	<p><i>Exit Tickets, Prepare students for 3 weeks Exam</i></p> <p>-Encourage students to use accommodations</p> <p>-Answer any questions students have before the informal or formal assessments.</p> <p>-Encourage students to stay on task with praise.</p>	<p>TTW will praise and give positive feedback before pointing out negative behavior and/or work completed during class. TSW own their weaknesses and make plans to compensate for these weaknesses. TTW remind students of any homework and of a need to remain organized.</p>

TUE	<ul style="list-style-type: none"> -Greet students by name -Review missed assignments if previously absent -Encourage students to prepare for class. (notebook, homework, pencils) -Clarify any questions and reteach as needed. -Use proximity with students that struggle with getting started on assignment. <p>Bellringer: ACT passage Knowledge of Language</p>	<ul style="list-style-type: none"> -TTW Ensure all students have notes out and are ready for daily lesson. -TSW will be questioned about prior knowledge to establish a relationship between new lesson and previous knowledge -TSW will be asked to analyze the lesson's objective to check for meaning and purpose. <p>Introduction of Author's Purpose and determining meaning of text.</p>	<p>TTW do a quick wordwall recall. Review briefly Author's Purpose. TTW assist students individually and in small groups with drafting essay. Review MLA citations and assist students with locating sources for essay. Provide students with examples. Individually assist students with citing sources as students are ready. Observe and assist as needed.</p>	<ul style="list-style-type: none"> -Encourage students to use accommodations -Answer any questions students have before the informal or formal assessments. -Encourage students to stay on task with praise. 	<p>TTW will praise and give positive feedback before pointing out negative behavior and/or work completed during class. TSW own their weaknesses and make plans to compensate for these weaknesses. TTW remind students of any homework and of a need to remain organized.</p> <p>.</p>

WED	<ul style="list-style-type: none"> -Greet students by name -Review missed assignments if previously absent -Encourage students to prepare for class. (notebook, homework, pencils) -Clarify any questions and reteach as needed. -Use proximity with students that struggle with getting started on Commonlit. <p>Commonlit missing assignment. Quick Write activity</p>	<ul style="list-style-type: none"> -TTW will review vocabulary with individual students. <p>Purpose: Determine author's purpose in reading nonfiction text. Identify textual evidence to support claim.</p>	<p>TTW assist with Biology testing throughout the morning. 4th and 5th block students will be allowed to continue to work on essay and citations. TTW will assist students and provide feedback.</p>	<ul style="list-style-type: none"> -Encourage students to use accommodations -Answer any questions students have before the informal or formal assessments. -Encourage students to stay on task with praise. 	<p>TTW will praise and give positive feedback before pointing out negative behavior and/or work completed during class. TSW own their weaknesses and make plans to compensate for these weaknesses. TTW remind students of any homework and of a need to remain organized.</p>
THU	<ul style="list-style-type: none"> -Greet students by name -Review missed assignments if previously absent -Encourage students to prepare for class. (notebook, homework, pencils) -Clarify any questions and reteach as needed. -Use proximity with students that struggle with getting started on assignment. <p>Bellringer: commonlit missing assignments</p>	<ul style="list-style-type: none"> -TTW accommodate students and ensure students have supplies and materials needed for the lesson. 	<p>TTW remind students to get chromebooks to continue working on essay, As students complete draft, TTW check drafts and make necessary marks. Students begin to submit essays. Review words from wall.</p>	<ul style="list-style-type: none"> -Encourage students to use accommodations -Answer any questions students have before the informal or formal assessments. -Encourage students to stay on task with praise. 	<p>TTW will praise and give positive feedback before pointing out negative behavior and/or work completed during class. TSW own their weaknesses and make plans to compensate for these weaknesses. TTW remind students of any homework and of a need to remain organized.</p>
FRI	<ul style="list-style-type: none"> -Greet students by name -Review missed assignments if previously absent -Encourage students to prepare for class. (notebook, homework, pencils) -Clarify any questions and reteach as needed. -Use proximity with students that struggle with getting started. <p>ACT practice passage Bellringer: PAPA square review expectations</p>	<p>Quick Write Review vocabulary Review Author's purpose</p>	<p><i>TTW assist students with essays. TTW assist students with following rubric and guidelines for essay. Students will submit essay. Review wordwall at the end of class.</i></p>	<ul style="list-style-type: none"> -Encourage students to use accommodations -Answer any questions students have before the informal or formal assessments. -Encourage students to stay on task with praise. 	<p>TTW will praise and give positive feedback before pointing out negative behavior and/or work completed during class. TSW own their weaknesses and make plans to compensate for these weaknesses. TTW remind students of any homework and of a need to remain organized.</p>