



AIKEN SCHOLARS ACADEMY

Lesson Plan Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspective</p> <p>6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspective</p> <p>6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspective</p> <p>6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspective</p> <p>6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspective</p> <p>6.1 Determine a theme of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
Learning Objective	Get to know one another; understand (at a high level) expectations of the course and “Teach To” items; begin active listening and note-taking.	Write grammatically correct paragraphs with <i>one central idea</i> per paragraph. Practice taking notes with a focus on essential information.	Understand what makes a good transition in writing. Implement good transitions in writing. Listen actively and take notes. Get organized.	Listen actively and take notes. Complete the rough draft of your essay. Learn the basics of editing. Identify literary devices and their purpose in an essay.	Write reflectively in response to a quote or about a topic about which you may have limited knowledge. Get to know your classmates and teacher a little better.

		Listen actively and take useful notes.			
Lesson Opener	Do now: Take out a pen and fresh piece of paper. Write 3 questions you have about high school, English 2H/AP Seminar, and/or Ms. Watkins. List 2 things you have learned, enjoyed or were “freaked out” about today.	Do now: Find your “Belief” paragraph from yesterday in the stacks by the door. Go back to your desk and re-read your paragraph. Think about what types of evidence, anecdotes or examples you will need to support your statement of belief. Write down at least three of these <i>on a clean sheet of paper.</i>	Do now: Get out your 3-ring binder and tabbed dividers. Label each section of your binder as follows: 1) In-class notes 2) Hand-outs 3) Work in Progress 4) Seminar Info. 5) Vocabulary	Do now: Take out the first three paragraphs of your essay and re-read it. On a separate sheet of paper, jot down 1 to 3 strengths in your essay, and 1 to 3 weaknesses. When you’re done, turn the paper over, so that it is facing down. Write your name on the back, clean side.	Do now: Turn in your TIB essay and breathe! Get out your composition notebook and reflect upon the following quotation by Neil de Grasse Tyson: “We are stardust brought to life, then empowered by the universe to figure itself out—and we have only just begun. “
Agenda for Instruction Identify: TD- Teacher Directed GP-Guided Practice IP- Independent Practice CFU- Checking for Understanding	CFU: Students share 1 question or learning each from the DO NOW and teacher answers any questions they might have. TD: Review Syllabus GP: Hand out “This I Believe Model Essay #1.” Introduce Cornell Style note-taking and theme. Listen to TIB ME #1, “The Beatles Live On” while students take notes on their handout. CFU: Ask	Handout: Introduction to the paragraph. TD: Read through the handout together. CFU: Stop at the end of each section and ask what students think is the most important information in each section. GP: As we go, show on the projector what I took notes about from each section. Record these items in the notes column	TD: Each student shares one title they came up with for homework. Teacher reflects back her understanding of the essay based on the title. CFU: What makes a good title? Students brainstorm a list of traits; write it on the board and in their notebooks. GP: Listen to “This I Believe” Essay Model #3: “America’s	TD/GP: Students will break off into pairs. Each member of the pair will exchange essays and the piece of paper upon which they just recorded their self-reflections. Students will read their partner’s essays and record 1 to 3 strengths and 1 to 3 weaknesses on the sheet of paper their partner gave them. Partners will then verbally share 1 strength and 1	CFU: What one earth does it mean to say that “We are stardust...”? TD: Share the text from which the quote came <i>Astrophysics for People in a Hurry</i> and explain who Neil de Grasse Tyson is/where he works. GP: Icebreaker With independent writing; group discussion; and whole class share. TD: Review any Teach To’s,

	<p>students what they think the main idea or theme of this essay was.</p>	<p>of your handout.</p> <p>Handout 2: TIB Essay Model 2 “Community in Action.”</p> <p>IP: Practice the note-taking strategies we just learned, as you listen to Studs Terkel read his essay.</p> <p>CFU: Ask students what they think the main idea or theme of this essay was. Their response must include evidence from the text. Inquire into the similarities & differences of yesterday and today’s essays. What qualities makes Studs Terkel’s writing more advanced?</p> <p>IP: Using your “Belief” paragraph from yesterday and your Do Now from today, construct the second paragraph of your “This I Believe” essay.</p>	<p>Beauty is in its Diversity.”</p> <p>CFU: Ask students what they think the main idea or theme of this essay was. Their response must include evidence from the text.</p> <p>TD: Look one by one at the transitions in today’s essay. CFU: What makes them smooth?</p> <p>TD: Look back at the transitions in essay 2 by Studs Terkel? CFU: How are his transitions different than Essay 1? Are they smooth?</p> <p>IP: Using what you’ve learned yesterday about paragraphs and today about transitions, decide whether your introductory and second paragraph meet the requirements of each focusing on a single idea; and whether your</p>	<p>weakness. Scholars will put these records in their notebook to later reflect. CFU: Were any of the strengths or weaknesses you found in your own essay, the same as what your partner found? Handout: TIB Essay Model 4 “Life is an act of literary creation.”</p> <p>CFU: What traits do you think a strong conclusion paragraph might have?</p> <p>CFU: What are some examples of figurative language and literary device?</p> <p>GP: Students brainstorm lists that we write on the board and they put in the notes section of their notebook.</p> <p>IP: Practice the note-taking strategies we have learned, as you listen to Luis Alberto Urrea read his essay.</p>	<p>Rules and Procedures that are necessary or about which students have questions.</p> <p>TD: Students receive their copy of <i>Alice in Wonderland</i> and teacher records it in her roster.</p> <p>TD Introduction to <i>Alice in Wonderland</i>. If time permits, we will begin reading.</p> <p>.</p>
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			transitions are smooth. If not, rewrite them now along with your third paragraph. If so, write your third paragraph now.	Identify 2 to 3 literary terms or devices that he uses in his essay. Jot down what strikes you as “strong” about the concluding paragraph. CFU: Based on what we’ve listened to, read and discussed this week, what makes good writing?	
Closure	IP: In a well-written paragraph answer the question, “What is something you believe strongly in and why?”	CFU: Read first and second paragraphs aloud and/or discuss what struggles Scholars are having formulating their ideas.	CFU: What are some types of transitions we use in expository writing? What are their functions and purposes? Does your title still work with your essay?	CFU: In what ways did our partner exercise help you with your “This I Believe” essay? What questions do you have about the editing process? If time permits, continue working on or finish your TIB essay.	CFU: What are some things we already know about <i>Alice in Wonderland</i> ? What are some things we want to know about <i>Alice in Wonderland</i> ? Why do you think we study <i>Alice in Wonderland</i> ? Congratulations on making it through your first week of high school!
Assessments HW, Tests, Projects	Have your parent or guardian read and sign your course syllabus. Bring it back with you tomorrow.	Think of one to three titles that embody the theme of your essay. Write them down.	No homework unless you want to work on your TIB essay.	Work on your “This I Believe” essay, if needed! It’s due tomorrow!	<i>Alice in Wonderland</i> reading. Page numbers TBD on Friday.

Teacher Name: Cheri Watkins Course: E2H Seminar Week: 8/19 – 8/23