A blue and grey logo with claws

Description automatically generated **2025-2026 Weekly Lesson Planning Document**

Week of Monday, \_08/18/2025\_\_\_through Friday, \_\_08/22/2025\_\_\_

**EDUCATOR’S NAME:** \_\_\_Stornes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **SUBJECT:** \_\_\_\_\_English III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **Lesson Title:**  **Unit:**  **Chapter:**  **Page Number(s):**  (It is suggested that you use your curriculum map.) | **n/a**  **Grammar Monday** | **Preamble to the Constitution**  **Bill of Rights**  **Unit 1**  **p.31-33** | **Preamble to the Constitution**  **Bill of Rights**  **Unit 1**  **p.31-33** | **Preamble to the Constitution**  **Bill of Rights**  **Unit 1**  **p.31-33** | **Preamble to the Constitution**  **Bill of Rights**  **Unit 1**  **p.31-33** |
| **TN Standard(s):**  Grade level standard (include standard notation and language).  Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol. | 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.  11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. | | | | |
| **Objective (s):**  What specifically should students be able to do at the end of the lesson? The objective is standards-based.  Write the objective in student friendly terms. For example, I can multiply binomials.  This is should also be on your Whiteboard Protocol.  What do you want students to know, understand and be able to do as a result of this lesson?  The objective should be written using the stem…  **I CAN….** | I can identify how language works  in different situations. | I can analyze what a text says explicitly and draw inferences. | I can analyze what a text says explicitly and draw inferences. | I can analyze what a text says explicitly and draw inferences. | I can analyze what a text says explicitly and draw inferences. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Go over the different parts of a sentence. | Work with students to identify unfamiliar words. | Make sure  students understand the grievances  that are the focus of the Declaration of  Independence. | Encourage them to break the sentences down into smaller chunks and identify the meaning of unfamiliar words or phrases. | Encourage them to break the sentences down into smaller chunks and identify the meaning of unfamiliar words or phrases. |
| **Literacy-Based DO NOW:**  This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. |  |  |  |  |  |
| **Agenda for the Day**  Simple outline of lesson segments or activities that is time stamped.  Teacher/class should take 2 minutes or less to review. | * Do Now *(8 minutes)* * Review Learning Objective *( minutes)* * Item 3 Model * Item 4 Practice together * Item 5 Practice individually * Item 6 Exit ticket | * Do Now *(8 minutes)* * Review Learning Objective *( 2 minutes)* * Item 3 Read (10-15) * Item 4 Annotate (5) * Item 5 CFU (10) * Item 6 video (10) * Item 7 DOI activities (15) | * Do Now *(8 minutes)* * Review Learning Objective *( 2 minutes)* * Item 3 Read (10-15) * Item 4 Annotate (5) * Item 5 CFU (10) * Item 6 video (10) * Item 7 DOI activities (15) | * Do Now (8 minutes) * Review Learning Objective ( 2 minutes) * Item 3 Summary (15) * Item 4 video& discuss (10) * Item 5 DOI quiz (25) | * Do Now (8 minutes) * Review Learning Objective ( 2 minutes) * Item 3 Summary (15) * Item 4 video& discuss (10) * Item 5 DOI quiz (25) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Go over parallel structure. | Read the text.  Annotate the text | Read the text.  Annotate the text | Review text. | Review text. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Complete questions #1-5 | Put amendments into own words.  Watch video to check answers. | Put amendments into own words.  Watch video to check answers. | Check for understanding with questions. | Check for understanding with questions. |
| **End of the lesson**  You Do  **Science:** Evaluate | Complete the rest of the questions.  Go over answers as a class. | Match the amendment to the situation.  Go over answers. | Match the amendment to the situation.  Go over answers. | Write and give a speech. | Write and give a speech. |
| **(05 MINUTES MAX)**  **Literacy Based closing activity:**  Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day. |  | Exit ticket | Exit ticket | Exit ticket | Exit ticket |
| **SPED Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extra time  Present work in chunks  Pair with a peer | Extra time  Present work in chunks  Pair with a peer | Extra time  Present work in chunks  Pair with a peer | Extra time  Present work in chunks  Pair with a peer | Extra time  Present work in chunks  Pair with a peer |
| **ESL Modification (s):**  What modifications are being made to accommodate the students receiving special services? | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer | Extra time  Pair with a peer |
| **Assessment (s):**  How will you know that students have reached the objective?  Assessments may include:  Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | Answers to the questions on the exit ticket | Answers to the questions on the exit ticket | Answers to the questions on the exit ticket | Speech | Speech |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? | **Circle back to the skill next Monday** | Work in pairs and go through the text line by line, paraphrasing as they read aloud. | Work in pairs and go through the text line by line, paraphrasing as they read aloud. | Direct students back to their annotations and notes that were taken in class. | Direct students back to their annotations and notes that were taken in class. |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? | **Create 5 practice questions for the skill learned in class.** | 1) what it means in Amendment I to “petition the government for a redress of grievances”; | 1) what it means in Amendment I to “petition the government for a redress of grievances”; | 2) what the following phrase means in Amendment II: “A well-regulated militia, being necessary to the security of a free State”; or 3) what the term “probable cause” means in Amendment IV. | 2) what the following phrase means in Amendment II: “A well-regulated militia, being necessary to the security of a free State”; or 3) what the term “probable cause” means in Amendment IV. |
| **Technology Integration:**  How will the students use technology to help them master the objective. | **Students can practice the skills learned in class at home.** | Students can relisten to the text at home. | Students can relisten to the text at home. | Students can relisten to the text at home. | Students can relisten to the text at home. |