A blue and grey logo with claws

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

Week of Monday, \_08/25/2025\_\_\_through Friday, \_\_08/29/2025\_\_\_

**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** | **Speech in the Convention**  **Unit 1**  **p.40-44** | **Speech in the Convention**  **Unit 1**  **p.40-44** | **Speech in the Convention**  **Unit 1**  **p.40-44** | **Speech in the Convention**  **Unit 1**  **p.40-44** |
| **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. |  |  |  |  |
| **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. | Compared to the rest of the world, how strong do you think press freedoms\* are in the United States? | Is the social media user in this scenario protected by the First Amendment? How does this relate to freedom of speech? | Is the social media user in this scenario protected by the First Amendment? How does this relate to freedom of speech? | Does this scenario provide strong or weak evidence for this person’s claim? Why? | Does this scenario provide strong or weak evidence for this person’s claim? Why? |
| **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 *(2 minutes)* * Item 3 ACT overview * Item 4 Practice reading text (30) * Item 5 go over answers * Item 6 Exit ticket | * Do Now *(8)* * Objective *(2)* * Item 3 Read (10-15) * Item 4 Annotate (20) * Item 5 turn and talk (10) * Item 6 summary (20) * Item 7 rhetorical devices ( 10) | * Do Now *(8)* * Objective *(2)* * Item 3 Read (10-15) * Item 4 Annotate (20) * Item 5 turn and talk (10) * Item 6 summary (20) * Item 7 rhetorical devices ( 10) | * Do Now (8 minutes) * Review Learning Objective (2) * Item 3 Review (10) * Item 4 stations (25) * Item 5 review answers (15) * Item 6 Quiz (20) | * Do Now (8 minutes) * Review Learning Objective (2) * Item 3 Review (10) * Item 4 stations (25) * Item 5 review answers (15) * Item 6 Quiz (20) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Go over the ACT test | Read the text.  Introduce student annotation process | Read the text.  Introduce student annotation process | Review text. | Review text. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Complete practice test | Turn and talk comprehension questions | Turn and talk comprehension questions | Stations: Analyze the text, author’s purpose, vocabulary | Stations: Analyze the text, author’s purpose, vocabulary |
| **End of the lesson**  You Do  **Science:** Evaluate | Go over answers as a class. | Write summary of the text | Write a summary of the text | quiz | quiz |
| **(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 | 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 | Assessment questions | Assessment questions |
| **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.** | Write this speech in today’s language. | Write this speech in today’s language. | Write a critique of this speech. What did he do well? What could he have improved? | Write a critique of this speech. What did he do well? What could he have improved? |
| **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. |