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.) | **No school** | **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.RI.IKI.7: Evaluate the topic or subject in multiple diverse formats and media. | | | | |
| **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 evaluate a topic in multiple diverse formats. | I can evaluate a topic in multiple diverse formats. | I can identify how language works in different situations. | I can identify how language works in different situations. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? |  | Encourage students to look closely at each of the images. | Encourage students to look closely at each of the images. | Encourage students to watch their time and don’t spend too long on one question. | Encourage students to watch their time and don’t spend too long on one question. |
| **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. |  | According to the passage, the face of the man with white-yellow hair "fell open" during his audition because he was: | According to the passage, the face of the man with white-yellow hair "fell open" during his audition because he was: | Do you agree or disagree with the quote? Why is it that most people value time over money? | Do you agree or disagree with the quote? Why is it that most people value time over money? |
| **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) * Objective (2) * Gallery Walk (25) * Whole class discussion (10) * Individual questions (15) * Review answers (10) | * Do Now (8) * Objective (2) * Gallery Walk (25) * Whole class discussion (10) * Individual questions (15) * Review answers (10) | * Do Now (8) * Objective (2) * Review ACT Reading scores (10) * Take ACT grammar test (35) * Debrief and scores (25) | * Do Now (8) * Objective (2) * Review ACT Reading scores (10) * Take ACT grammar test (35) * Debrief and scores (25) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore |  | Explain gallery walk | Explain gallery walk | Explain ACT reading scores as well as the new ACT grammar test format.  Discuss scores. | Explain ACT reading scores as well as the new ACT grammar test format.  Discuss scores. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate |  | Answer questions at each of the different documents.  Review the documents as a class. | Answer questions at each of the different documents.  Review the documents as a class. | Complete ACT test tracking form.  Discuss goals for the ACT. | Complete ACT test tracking form.  Discuss goals for the ACT. |
| **End of the lesson**  You Do  **Science:** Evaluate |  | Answer some additional questions to check for understanding. | Answer some additional questions to check for understanding. | Complete the ACT English test. | Complete the ACT English test. |
| **(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 |
| **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 |
| **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 | Answers to the questions on the exit ticket |
| **Corrective Activity (s):**  What will I do if the student doesn’t understand the lesson? |  | 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. | Review most missed concepts on Grammar Mondays. | Review most missed concepts on Grammar Mondays. |
| **Extension/Enrichment Activity (s):**  What will I do with students who understand quicker than others? |  | Research additional political cartoons from the Revolutionary War era, such as “The Repeal, Or The Funeral of Miss Americ-Stamp,” “A Society of Patriotic Ladies, at Edenton in North Carolina,” or “The American Rattlesnake.” | Research additional political cartoons from the Revolutionary War era, such as “The Repeal, Or The Funeral of Miss Americ-Stamp,” “A Society of Patriotic Ladies, at Edenton in North Carolina,” or “The American Rattlesnake.” | Review questions that they missed on the ACT English section. | Review questions that they missed on the ACT English section. |
| **Technology Integration:**  How will the students use technology to help them master the objective. |  | 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. |