 **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 timePresent work in chunksPair with a peer | Extra timePresent work in chunksPair with a peer | Extra timePresent work in chunksPair with a peer | Extra timePresent work in chunksPair with a peer |
| **ESL Modification (s):**What modifications are being made to accommodate the students receiving special services? |  | Extra timePair with a peer | Extra timePair with a peer | Extra timePair with a peer | Extra timePair 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. |