A blue and grey logo with claws

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

Week of Monday, \_09/08/2025\_\_\_through Friday, \_\_09/12/2025\_\_\_

**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** | **from America’s Constitution: A Biography**  **Unit 1**  **p. 72-81** | **from America’s Constitution: A Biography**  **Unit 1**  **p. 72-81** | **from America’s Constitution: A Biography**  **Unit 1**  **p. 72-81** | **from America’s Constitution: A Biography**  **Unit 1**  **p. 72-81** |
| **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.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.RI.KID.2 Determine multiple 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 make inferences based on context clues. | I can analyze what a text says explicitly and make inferences based on context clues. | I can analyze what a text says explicitly and make inferences based on context clues. | I can analyze what a text says explicitly and make inferences based on context clues. |

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| **Possible Misconception (s):**  What misconception(s) are you anticipating during this lesson? | Encourage students to watch their time and don’t spend too long on one question. | Students might not understand some of the language in the text. | Students might not understand some of the language in the text. | Students might not understand some of the language in the text. | Students might not understand some of the language in the text. |
| **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. | Look at the image and determine if the article is news or not. How do you know? What key words do you see? | Choose the correct answer for these practice ACT questions. | Choose the correct answer for these practice ACT questions. | Which image is news and which image is opinion? | Which image is news and which image is opinion? |
| **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) * Go over comma rules (25) * Practice (15) * Review answers (10) | * Do Now (8) * Objective (2) * Read the text (25) * Turn and talk comprehension check (10) * Individual questions (15) * Review answers (10) | * Do Now (8) * Objective (2) * Read the text (25) * Turn and talk comprehension check (10) * Individual questions (15) * Review answers (10) | * Do Now (8) * Objective (2) * Write summary of the text from last class (10) * Read the graphic novel text (35) * Quiz over the text (25) | * Do Now (8) * Objective (2) * Write summary of the text from last class (10) * Read the graphic novel text (35) * Quiz over the text (25) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Go over commas rules notes. | Read the text.  Annotate the text | Read the text.  Annotate the text | Review the text. | Review the text. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Go over answers. | Turn and talk about the comprehension check.  Answer the analyze the text questions. | Turn and talk about the comprehension check.  Answer the analyze the text questions. | Discuss graphic novel | Discuss graphic novel |
| **End of the lesson**  You Do  **Science:** Evaluate | Complete practice problems. |  |  | Write a summary of the text.  Take a quiz | Write a summary of the text.  Take a 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 | 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? | Review most missed concepts on Grammar Mondays. | 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? | **Create three practice problems using the skills we talked about today.** | Choose an amendment in the Bill of Rights and draw a page that illustrates it, using a layout with panels, captions, and speech balloons. | Choose an amendment in the Bill of Rights and draw a page that illustrates it, using a layout with panels, captions, and speech balloons. | Choose an amendment in the Bill of Rights and draw a page that illustrates it, using a layout with panels, captions, and speech balloons. | Choose an amendment in the Bill of Rights and draw a page that illustrates it, using a layout with panels, captions, and speech balloons. |
| **Technology Integration:**  How will the students use technology to help them master the objective. | Watch YouTube video at home to review concepts. | 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. |