 **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 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 | 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 | 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 | 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. |