 **2025-2026 Weekly Lesson Planning Document**

Week of Monday, \_09/15/2025\_\_\_through Friday, \_\_09/19/2025\_\_\_

**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.) | **from America’s Constitution: A Biography****Unit 1****p. 72-81** | **from The** **Interesting** **Narrative of the** **Life of Olaudah** **Equiano****Unit 1****p. 92-99** | **from The** **Interesting** **Narrative of the** **Life of Olaudah** **Equiano****Unit 1****p. 92-99** | **from The** **Interesting** **Narrative of the** **Life of Olaudah** **Equiano****Unit 1****p. 92-99** | **from The** **Interesting** **Narrative of the** **Life of Olaudah** **Equiano****Unit 1****p. 92-99** |
| **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 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. | 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? | 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. | 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. | Checking vocabulary knowledge. Circle the correct word. | Checking vocabulary knowledge. Circle the correct word. | Checking vocabulary knowledge. Circle the correct word. | Checking vocabulary knowledge. Circle the correct word. | Checking vocabulary knowledge. Circle the correct word. |
| **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)
* Complete Assessment (35)
 | * Do Now (8)
* Objective (2)
* Read & annotate the text (35)
* Turn and talk comprehension check (10)
* CFU Questions (25)
* Review answers (10)
 | * Do Now (8)
* Objective (2)
* Read & annotate the text (35)
* Turn and talk comprehension check (10)
* CFU Questions (25)
* Review answers (10)
 | * Do Now (8)
* Objective (2)
* Analyze the text questions (25)
* Comma practice (25)
* Review answers (10)
 | * Do Now (8)
* Objective (2)
* Analyze the text questions (25)
* Comma practice (25)
* Review answers (10)
 |
| **Beginning of Lesson****I Do****Science:** Engage & Explore |  | Model how to annotate the text with paragraph 1. | Model how to annotate the text with paragraph 1. | Review the text. | Review the text. |
| **Middle of the lesson**We Do**Science:** Explain and Elaborate |  | Annotate paragraphs 2-7.Turn and talk answer comprehension check. | Annotate paragraphs 2-7.Turn and talk answer comprehension check. | Complete questions. | Complete questions. |
| **End of the lesson**You Do  **Science:** Evaluate | Take a quiz | Answer individual questions. | Answer individual questions. | Complete comma practice | Complete comma practice |
| **(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 the text | 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. | 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. |
| **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.** | Discuss one of the anecdotes the writer includes in his narrative. How do these anecdotes make the narrative more compelling? | Discuss one of the anecdotes the writer includes in his narrative. How do these anecdotes make the narrative more compelling? | Students will select a part of the narrative they found to be most powerful. Then discuss what about that section was so powerful. | Students will select a part of the narrative they found to be most powerful. Then discuss what about that section was so powerful. |
| **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. |