A blue and grey logo with claws

Description automatically generated **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 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 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. |