A blue and grey logo with claws

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

Week of Monday, \_09/22/2025\_\_\_through Friday, \_\_09/26/2025\_\_\_

**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**  **ACT Monday** | **The Pedestrian**  **Independent reading text from Unit 1** | **The Pedestrian**  **Independent reading text from Unit 1** | **The Pedestrian**  **Independent reading text from Unit 1** | **The Pedestrian**  **Independent reading text from Unit 1** |
| **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 use themes and ideas from the text to create a project to show mastery. | I can use themes and ideas from the text to create a project to show mastery. |

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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) * Go over dash rules (25) * Practice (15) * Review answers (10) | * Do Now (8) * Objective (2) * Read & annotate the text (35) * Plot graphic org. (10) * CFU Questions (25) * Review answers (10) | * Do Now (8) * Objective (2) * Read & annotate the text (35) * Plot graphic org. (10) * CFU Questions (25) * Review answers (10) | * Do Now (8) * Objective (2) * Review and rubric (10) * Advertisement Project (50) * Written explanation (20) | * Do Now (8) * Objective (2) * Review and rubric (10) * Advertisement Project (50) * Written explanation (20) |
| **Beginning of Lesson**  **I Do**  **Science:** Engage & Explore | Present grammar rules and examples. | Read and discuss the text. | Read and discuss the text. | Review the text and the rubric. | Review the text and the rubric. |
| **Middle of the lesson**  We Do  **Science:** Explain and Elaborate | Go over answers | Complete plot graphic organizer.  Review the answers. | Complete plot graphic organizer.  Review the answers. |  |  |
| **End of the lesson**  You Do  **Science:** Evaluate | Complete practice problems. | Check for Understanding questions. | Check for Understanding questions. | Complete the advertisement project | Complete the advertisement project |
| **(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 rules and complete additional practice problems. | 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. | Help students brainstorm ideas to help them create a good project. | Help students brainstorm ideas to help them create a good project. |
| **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.** | Do you agree that the world is growing too impersonal? Why or why not? Use specific examples to support your answer. | Do you agree that the world is growing too impersonal? Why or why not? Use specific examples to support your answer. | Create a graphic organizer, include examples of each conflict from the story. Be specific with citations from the story. | Create a graphic organizer, include examples of each conflict from the story. Be specific with citations from the story. |
| **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. |