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**6-12 ELA Unit Preparation Guide**

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| **Teacher: Stornes** | **Unit:** 5 |

*Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.*

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| ***Step 1: Unit Orientation*** | ***Step 2: Discuss the texts*** |
| Read the Unit Overview  Preview the Texts: Whole Group/Small Group/ Independent Learning | What is the relationship between the texts?  In this unit, students will read about real and fictional people who are protesting various injustices. |
| ***Step 3: Understand the Big Picture*** | ***Step 4: Understand the Task and Standard(s) Alignment*** |
| What is the topic of the Unit?  Essential Question: In what ways does the struggle for freedom change with history? | What is the key learning for the whole group and small group performance tasks as they relate to the standards? |
| ***Step 5: Understand how Students Show Mastery*** | |
| Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.  What is the key learning for the Performance-Based Assessment?  Students will write an informative essay on the following topic: What motivates  people to struggle for change? | |

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**6-12 ELA Weekly Lesson Preparation Guide**

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| **Teacher Name:** Stornes | **Grade:** 11th |
| **Week of:** 03/31/2025 | **MyPerspectives Unit:** \_\_5\_\_ **Lesson Numbers:** n/a |

*Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.*

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| ***Planning Questions*** | **Lesson** | **Lesson** | **Lesson** | **Lesson** | **Lesson n/a** |
| 1. Read the text(s) for this lesson and answer /complete the associated questions/tasks. | The Crucible – ACT 2 | The Crucible – ACT 2 | The Crucible –  ACT 3 | The Crucible – ACT 3 | The Crucible – ACT 3 |
| 1. What standard(s) are the primary focus of the lesson? | 11-12.RL.KID.3 | 11-12.RL.KID.3 | 11-12.RL.KID.3 | 11-12.RL.KID.3 | 11-12.RL.KID.3 |
| 1. Based on the objectives, what will students know and be able to do after the lesson? | I can use poetry elements to analyze poetry. | I can use strategies to complete the ACT Reading section. | I can use strategies to complete the ACT Reading section. | I can use strategies to complete the ACT Reading section. | I can use strategies to complete the ACT Reading section. |
| 1. What are the most important aspects of this text and how are questions focused on them? | The introduction of the characters and their motivations is the most important part. | The introduction of the characters and their motivations is the most important part. | The introduction of the characters and their motivations is the most important part. | The introduction of the characters and their motivations is the most important part. | The introduction of the characters and their motivations is the most important part. |
| 1. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. | Work with students to identify unfamiliar words. |
| 1. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson? | Journal writing prompt | Journal writing prompt | Journal writing prompt | Journal writing prompt | Journal writing prompt |
| 1. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)? | thumb-o-meter | thumb-o-meter | thumb-o-meter | thumb-o-meter | thumb-o-meter |
| 1. Note the questions you could ask within the lesson to probe students’ answers and to ensure they are being precise with the evidence they are using. | What is going on with the main characters? | How have the characters changed in this act? | Why is this ACT important for the play as a whole? | How have the characters changed in this act? | What do you think will happen in the last ACT? |
| 1. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective? | Exit ticket | Exit ticket | Exit ticket | Exit ticket | Exit ticket |
| 1. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data? | Student’s response to exit ticket | Student’s response to exit ticket | Student’s response to exit ticket | Student’s response to exit ticket | Student’s response to exit ticket |
| ***Additional Considerations*** |  | | | | |
| If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework? | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be re-reading the text for more understanding or viewing a video explaining the text. | Homework in this class will be reviewing the ACT questions to look for patterns of mistakes. |
| What materials are needed to execute the lesson? | n/a | n/a | n/a | n/a | n/a |

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|  | **Lesson Frame** | **What questions will you ask?** | **What are acceptable responses?** | **Bloom’s Level** | **Questioning Strategy** |
| *Questioning Strategies*  Turn & Talk  Stop & Jot  Sage & Scribe  Peer & Point  Equity Sticks  Random Selector  Rock, Paper, Scissors  White Boards  Color Cards  Back 2 Back  Debate  Electronic Responses | **Bellwork** |  |  | Knowledge | Electronic responses |
| **I Do/CFU** |  |  | Comprehension | Turn and talk |
| **We Do/CFU** |  |  | Analyze | Turn and talk |
| *Bloom’s Taxonomy*  **Knowledge:** *Remembering information*  **Comprehension:** *Explaining the meaning of information*  **Apply:** *Use abstraction in concrete situations*  **Analyze:** *Breaking down a whole into component parts*  **Synthesis:** *Putting parts together to form a new and integrated whole*  **Evaluation:** *Making judgements* |
| **YDIP/CFU** |  |  | Analyze | Stop and Jot |
| **Closure** |  |  | Evaluation | Electronic Response |