

Daily Materials & Lessons

Unit One is an introduction to English I. Students will learn what is expected of them through their annotations as well as learn the major terms required for the school year. [Unit One Student Packet](#)

Week 1 <ul style="list-style-type: none">• Cornell Notes• Terms PPT• C&D PPT• worksheet	<p>W: Introduce Journals</p> <p>Students will use their journals for daily writing assignments consisting of quick writes, reading responses, junk journal entries and project reflections. This will start from the front of the journal. The back of the composition notebook will be used for two page spreads.</p> <p>Th: Notes Day – As much as I hate starting the year with a notes day, this day is important. It's a day we use to as a formative assessment. It's an easy way to see what the classes learned the year before and what needs extra time in class. This will truly shape next week's annotation unit!</p> <p>F: Connotation & Denotation – Students will dissect the word umbrella using two trailers, a CGI short and poem. The goal is to show students how the connotation behind a single word can add context to the text.</p>	1.2B 1.6(B)
Week 2 Materials: <ul style="list-style-type: none">• PPT• Annotation• (STEAL)• Packet	<p>** The quiz for this welcome unit asks students to answer the questions using APES format. It is important to find time during class for the quick write closures before giving this quiz!</p> <p>M: Annotation & Characterization (STEAL) Students will do a mini reading lenses activity with a passage from <i>How to Hang a Witch</i> (page 11)</p> <ul style="list-style-type: none">• Introduce the STEAL+M acronym before doing the reading lens. Today, students will use it as a base of reading lens. Later, they will make a six frame to do deep character analysis.<ul style="list-style-type: none">○ Says○ Thinks○ Effect of Others○ Actions○ Looks○ Motivation <p>T: Annotation & Vocabulary - Students will do a mini reading lenses activity with a passage from <i>The Da Vinci Code</i> (page 13)</p>	1.5D 1.6(E) 1.8(F)

	<ul style="list-style-type: none"> The biggest goal here is to introduce the idea of connotation. While connotation simply means the feeling of the word, students need to learn how it contributes to/changes the meaning of the text. <p>W : Annotation & Tone/Mood - Students will do a mini reading lenses activity with a passage from <i>The Hunger Games</i> (page 15)</p> <p>Th – Annotation & review of all terms – Students will do a full reading lenses activity with a passage from <i>The 100</i>. (page 16)</p> <p>F: Quiz Day – Students will annotate a passage from Harry Potter and answer four APES questions. These questions themselves are a product of the week's learning while the format of their answer is a pre-assessment to guide future writing assignments.</p>	
Week 3 <ul style="list-style-type: none"> Packet PPT 	<p>M -Th: Annotation & Paraphrase/Summarize – Students will work through three fiction passages and two poems. The goal of this is to teach students how to pull the important information from the text. This will be used later when writing essays.</p> <p>F : Paraphrase Informational Text- Students will visit Wonderopolis.org</p>	1.5D 1.4(A) 1.4(H)
Week 4 <ul style="list-style-type: none"> PPT Form Assignment Sheet 	<p>M-F: Students will find three news stories/articles about an event and present their own version of the event. Key skills are synthesizing information, summarizing, paraphrasing and public speaking. Have students do the assignment in groups of three. That will also encourage them to discuss their research methods and help them synthesize the information.</p> <p>News Report Project: Directions: You will find three news articles based on the same event/topic. Once you have printed, read and annotated these articles, you will find common points and record a report of your own.</p>	

Unit Two: Significance in Reading introduces the idea of significance and author's purpose. Students will dive into how culture, societal pressures and history affect what an author writes. After working through three texts as a class, each student will choose a text of their own and explain how history created it. [student packet.](#)

Week 5 • Text • Text • PPT	<p>M: Figurative Language Introduction/ Langston Hughes information Students will read Langston Hughes biography from Poets.org and Introduce the essential question of the week. How do author's incorporate society into their writing? This idea can be solidified by reading Hughes's "I, Too."</p> <p>T-W: "Thank you Ma'am" & "Sticking your Nose in the World's Business" The focus of the lesson is to dig deeper into figurative language but also to compare the views of helping others presented in the texts.</p> <p>Thursday- Constructed Response stations. Students will analyze a sample constructed response to see all the pieces that go into the essay. Through the constructed response stations found in the PowerPoint. Print the slides and laminate them for the stations.</p> <p>Constructed Response Prompt: How would Mrs. Jones Feel about the philosophy Brockway presents in her essay?</p> <p>F: Revision day. Students will color coat their constructed response as they did on the stations the previous day.</p>	1.4E 1.9Di 1.9Bi
Week 6 Whole Mini-Unit Frozen PPT	<p>"Abuela Invents the Zero" & "Spanish as experienced by a native speaker" This unit compares two Latino texts- A short story and a Poem written in Spanglish. Students will analyze voice, style and conflict before writing a comparison constructed response explaining how the texts address the topic of life as Hispanic American.</p> <p>M- Voice, Style & Tone To introduce how tone effects the way a text influences the reader, we will compare two trailers for Frozen. The official trailer and if it were a horror movie. Have students watch the official trailer and write down two tone words. With a partner, they will discuss how that tone was created. Then, watch the horror trailer. Repeat the previous step. Then come together and ask "What made them different?" Then dive into the Cornell Notes.</p> <p>T: "Abuela Invents the Zero" read and annotate. Then, ask students to identify the tone of the story and author's message. HOW did the author create that?</p>	1.4E 1.9Di 1.9Bi

	<p>W: Spanish as experienced by a native speaker read and annotate. Then, ask students to identify the tone of the story and author's message. HOW did the author create that?</p> <p>** If you have a bilingual speaker in your building, have them read this to the students.</p> <p>Th: Venn Diagram</p> <p>Students will complete a venn diagram comparing how the author created the two texts. This diagram will be used to write tomorrow's essay.</p> <p>F: Essay Day</p> <p>How do Espinoza and Cofer use tone and voice to present different themes around a similar subject?</p>	
<p>Week 7</p> <ul style="list-style-type: none"> • Text • PPT 	<p>M: Historical Significance: Students will read History.com's Manhattan Project and fill in the bottom of their Cornell notes with information from the article. Discuss the concept of Allusion related to Spongebob. (For some reason, all students can connect to spongebob!)</p> <p>T-Th: Read and discuss. (I like to watch the groups as they read. Once they get past important parts, I will stop the group and discuss to ensure students understand the story.</p> <p>F: Classroom Discussion: Fill in the top half of the Cornell notes. Identify the purpose of the personification. Clarify the allusions. Identify the tone, mood and setting. (setting includes time, place, atmosphere, culture and technology). Then go back to theme and authors purpose. Finish out the day by having students answer the essential question. If time allows, this would be a great constructed response.</p> <p>**I have left the task cards and jot chart in the resource as for those classes or groups that read through the text and comprehend the material faster than others.</p>	<p>1.4F 1.4E 1.9Di 1.9Bi</p>
<p>Week 8</p> <ul style="list-style-type: none"> • Letter • Project • PPT 	<p>M: Luis Alvarez's letter – Students will read and annotate the letter Alvarez wrote from the bomber after dropping the bombs on Japan. The goal is to lift tone and mood from the letter and apply it to the message behind "There Will Come Soft Rains."</p> <p>T- History in Fiction – By now, students have consumed the text and read the letter to go alongside the text. They have a basic understanding of how the story was shaped by the history. Next, they will watch an eight minute video by Discovery UK that summarizes the events leading up to the bomb</p>	<p>1.9bi (writing structure), 1.7Dii (build a thesis)</p>

	<p>and the effects the bomb had on the cities they were dropped on. The goal here is to find similarities between the true events and the story. But, students will have questions. Lots of questions. Make time for that. link</p> <p>W-F: Project – students will turn to their Google and find a major event in history. They will then find four adaptations for that event and explain how they manipulated or stayed true to the events.</p>	
Week 9	This week will be devoted to finishing the project and presenting.	1.9Bi