

Daily Lessons and Materials

Unit Two dives deeper into short stories and solidify comprehension of significance through literary devices and significance statements. These statements will reinforce writing within the constructed response. Stronger students will begin to break their RACES organized constructed responses into four paragraph essays.

****The basic lessons of this unit can be altered to fit any novel unit!! [Student Packet](#)**

<p>Week 10</p> <ul style="list-style-type: none"> • Text • Stations • Cornell Notes • Analysis sheets • Sig. Map • Setting stations 	<p>Students will be introduced to the concept of the short story.</p> <p>M: Short Story Cornell Notes. Start Scarlet Ibis in class</p> <p>T: Finish reading – do character analysis sticky note sheet</p> <p>W-F: Setting Analysis Poster – students will be assigned a setting of The Scarlet Ibis. In their groups, they will come up with ten significance statements - using the Significance map - from their assigned setting and create a poster with them. The poster must include all the statements as well as a depiction of the setting.</p>	<p>1.6c (non-linear plot);</p> <p>1.6c (character development);</p>
<p>Week 11</p> <ul style="list-style-type: none"> • Seventh Man • Survivor Guilt • PPT • Char. Stations 	<p>Seventh Man</p> <p>M – read page one, complete setting sticky note.</p> <p>T-W – group reading Seventh Man.</p> <p>Break students into groups of four to read together. One person reads aloud as the others follow along. Each group member will have a job. Jobs: question keeper, word choice tracker, characterization marker, setting marker. This is the perfect time for read aloud assessment. What is not completed in class, must be read for homework.</p> <p>Th-F: Moral Logic of Survival Guilt – Students will read, annotate and answer questions about the article. Then, they will answer a constructed response question:</p> <p>Is the Seventh Man's guilt toward K's death justified? Support your answer with evidence from both "The Seventh Man" and "Moral Logic of Survival Guilt."</p>	<p>1.8F (diction and syntax to mood, voice & tone)</p>
<p>Week 12</p> <ul style="list-style-type: none"> • Conflict Stations • Text 	<p>The Lottery</p> <p>M – review Irony/symbolism</p> <p>M-T – group read/annotate</p> <p>Break students into groups of four to read together. One person reads while others follow along. Each member will have a job. Jobs: symbol tracker, irony tracker, vocabulary keeper, timeline maker. The way the story weaves together irony and symbolism in order to</p>	<p>1.8E(literary devices- irony & symbolism)</p>

	<p>create it's message, it is crucial to monitor the groups as they go.</p> <p>There are no marginal boxes for this text – Add a page of the symbols throughout the story. This will help them to keep track.</p> <p>W- symbolism sticky (Q: how can the symbols be tied directly to the irony?) This form can serve as the evidence for the CR</p> <p>Th- Constructed Response</p> <p>F- Checkpoint Fiction</p>	
Week 13	<p>Board Game Project</p> <p>This is meant to be a summative project for the first semester. Students are broken into groups. Each group given a set of STAAR question stems as well as a story they have never seen. First they will read and annotate the text. Then, they will create at least ten multiple choice questions and answers. Lastly, they will decide how to use these question sets to build a board or card game.</p>	All the fiction TEKS!

Unit Three is broken into two large chunks. Week 14 focuses on annotation of poetry using Langston Hughes “Harlem” and “Dreams.” Students will then use their annotations to write a four-paragraph comparison essay. The following weeks are rooted in PBL and student choice. Students will research poems and songs of their choice as inspiration for writing their own song. Because of the nature of this unit, I have not created a student packet. Instead, students use file folders to collect their paperwork. The project sheet is stapled to the front and other pages are either stapled or taped inside.

<p>Week 14</p> <ul style="list-style-type: none"> • Intro • Cornell Notes • Harlem • PPT 	<p>Introduction to Poetry</p> <p>M-Introduction to Poetry & Roses in Concrete</p> <p>Students will fill out a Poetry Questionnaire and reflect of “Roses in Concrete” by Tupac Shakur. Then, they will pull out their phones and find their most recent song. I will ask them to find an allusion, figurative language and the message of the song.</p> <p>T – Notes & Harlem</p> <p>The goal is to work through Harlem as the mentor text as a whole group while going through the PowerPoint.</p> <p>W- Dreams & Comparison</p> <p>Th- Essay</p> <p>F- Revision</p>	1.5G; 1.8E; 1.8F
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<p>Song Writing Project –</p> <ul style="list-style-type: none"> • Swift • PPT • Project <p>Poems</p> <ul style="list-style-type: none"> • Song on the End of the World • Powwow at the End of the World • Jade Palace & River Merchant's wife • Mushrooms • Sound of Silence • We didn't start the fire • White Rabbit 	Week 15	<p>In place of a traditional poetry unit, students will write their own songs. The goal here is for them to utilize the terms they learned during Harlem and Dreams as well as what they see in their popular music to write a page length poem.</p> <p>M – Anti-Hero Stations- students will work through six stations to annotate Taylor Swift's Anti -hero. One station will be set up to build their project folder.</p> <p>T – The project will be assigned and students will spend the class period finding their mentor song</p> <p>W- Students will annotate their printed song. They will also turn to the internet to find out why the song writer wrote that song.</p> <p>Th – We will discuss figurative language in music – truthfully, this is the lesson where I will explain to them how to hide meanings within figurative language.</p> <p>F – Two page spread</p>	1.5G; 1.8E; 1.8F, 1.10A
	Week 16	<p>M- Work Day – students will start building their song</p> <p>T- Two Annotated Poems are due. Their song will count as one. Throughout the project, they will also receive a new poem daily to analyze.</p> <p>W-Th – Work Days</p> <p>F- The Song is due</p>	
	Week 17	<p>M - The final step in the project is three analytical paragraphs. Students must explain three literary devices they used within their song.</p> <p>T – Class Slides – Each student will be add a slide to a class Google Slides. They must insert their song and one of their paragraphs. (This is the graded component)</p> <p>W-F - Presentations</p>	

Unit Four – mini-unit: The goal here is to introduce dramatic terms in a short window. Again, there is no student workbook. Print the Vampire Diaries worksheet linked below one sided and have students tape it together like a scroll. They will then write their constructed responses on notebook paper and tape them over the appropriate organizer sheet.

<p>Week 18</p> <ul style="list-style-type: none"> • Vampire Diaries • Constructed Response • PPT 	<p>M: In groups, Students will read and annotate “The Vampire Diaries Pilot” using the terms and prompts along the bottom of the page. They must define the terms before identifying and explaining them.</p> <p>T: Students will define the three types of irony. They will then go back into the text and identify as many as possible. Last, they will write a constructed response:</p> <p style="text-align: center;">How does Irony in “The Vampire Diaries Pilot” create characterization for Brooke?</p> <p>W: Students will define suspense and list the elements of suspense. They will then identify these elements within the script. Lastly, they will write a constructed response:</p> <p style="text-align: center;">How do Williamson and Plec create suspense within the show?</p> <p>Th: Students will compare the structure of the first page of the Vampire Diaries novel with the script to uncover how the structure of the text dictates author choices.</p> <p>F: Students will choose one of the essays they wrote throughout the week. They will finish that essay, revise it and submit it for grading.</p>	<p>1.7C</p>
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