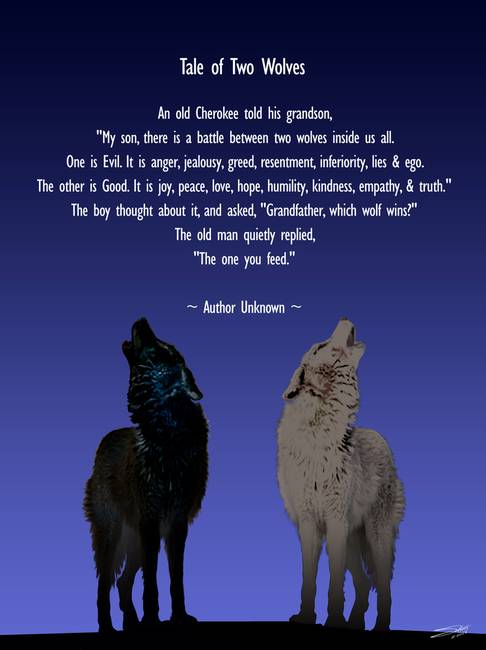
**English 11 Trimester 2 Lesson Plans**

For third round of NWEA testing in spring, tell kids they get a free pass to revise summative if they improve on reading and English from winter scores.

**Day 58, 11/30/16, Wednesday**

* Reminder: bring book and journal everyday.
* Share more everyone knows, no one knows.
* Writing Mechanics practice, with vocab. Use file called “Writing Minutes 11B-with vocab” in English 11 folder
* Continue summative practice blue packet. In 2016, we finished this and learners had no more than 11 minutes of practice at home to finish: either the fill in the blank writing OR writing the entire paragraph.



**Day 59, 12/1/16, Thursday**

* EMP for doing analysis writing from summative practice blue packet. Turn in summative practice; it is an ICU task.
* Reminder: bring book and journal everyday. EMP for bringing book and journal tomorrow.
* Wolf chant
* JL: whole group discussion about discussion techniques
* JL: Macbeth background with Kahoot quiz
* Share more everyone knows, no one knows.
* Writing Mechanics practice, with vocab. Use file called “Writing Minutes 11B-with vocab” in English 11 folder
* Learner shares song and we find literary devices in it.

Friday: give Macbeth handout stuff, do Freytag’s pyramid “quiz”, start acting Macbeth

Monday: Freytag’s quiz feedback, review whole class discussion guidelines, whole class discussion about motif ideas in Macbeth, act Macbeth

Tuesday: feedback from summative writing, author’s craft practice with passages from MB

Wednesday: half day, in class reading and eliciting student thinking

Friday 12/2 = EMP for book and journal.

12/9 = Reading day = give 5 word vocab hunt. While reading, do a 5 word Vocab hunt. One is due 1/4/17 for Employability and a second one (with 5 new words) is due 1/23/17 for Employability.

12/14 = All kids going to library for EDPs with counselors.

**Rapport Builders:**

* Rapport: Line up chronologically by birthdays
* Rapport: this or that = move to side of room/hall you agree with:
  + Better pet: dog or cat
  + Rather live in country or city
  + All students should learn to learn foreign language
  + Worse: bad breath or body odor
  + Would you rather be inside or outside
  + Play or watch sports
  + Travel every day or stay home
* Rapport: Blob together with people that have LOTS, SOME or ZERO chores at home

**Tasks to do**

* Analysis practice:
  + Foster gives a strong paragraph of analysis and learners highlight the analysis sentences. Then, they write the question that the paragraph answers.
  + Foster gives a poor paragraph of analysis. Learners label specific parts of it in specific ways
    - Mechanics errors = squiggly lines, like Foster does
    - Diction errors = box the words like foster does
    - Circle all of the transitions and fix them to fit the purpose of the text
    - Underline (in a straight line) sentences of analysis. Add two more sentences to supplement the weak analysis
    - Write the question that the paragraph answers
* Read an editorial together and analyze “How was it said?” in that they label what each paragraph does. Then, in groups, give them another one, but cut up the paragraphs. The need to label the function of each paragraph and then put the editorial in order. Then, they need to pick a new editorial topic, brainstorm the parts it will have, write it (For all 3 learning targets) and blog/tweet it.
* Add assignment, when we read Macbeth, where I take a passage from the Macbeth text (the big one, the book) and an image of Macbeth (like google a painting from online) and kids have to explain how each one depicts a specific motif or conflict type. The final product is a fancy Venn diagram to hang in the hall. Then, class mate writes an evaluation which on does it best.
* Evolution of the English Language: <http://laughingsquid.com/an-animated-history-explaining-how-the-english-language-evolved-throughout-the-centuries/?utm_content=buffer0b9b5&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer>
* Hallelujah infer (author’s craft) formative 2016: change this song to “only the good die young” from billy joel and focus on allegory. Also, change rubric at the end to author’s craft and NOT infer

**Hamlet**

If a sub is needed ever during this unit, just go to armadafoster.weebly.com and have them do the “Decisions assignment” under Hamlet. There is plenty of work, but should be done in the library. Worst case scenario, can be done in the room with their smart phones and my ipads. Or sub plans could be doing this: Shakespeare Uncovered | Watch Online | PBS Video  [to.pbs.org/1BH5DrQ](http://t.co/K96b7eJWsb) Of this: <http://ed.ted.com/lessons/did-shakespeare-write-his-plays-natalya-st-clair-and-aaron-williams>

**11/17, Fri = summative. In 2015, because I was the only one teaching E11, we did not finish Hamlet before summative. I used the *Beowulf* summative.**

Crash Course of Hamlet: <https://www.youtube.com/watch?v=My14mZa-eq8> and <https://www.youtube.com/watch?v=nDCohlKUufs>

Thug notes: <https://www.youtube.com/watch?v=A98tf9krihg>

Timeline website: <https://www.hstry.co/>

* Diction practice formative together. In 2014 = only did first row of page two, students only did one sentence on page three they shared sentences with others that did the same sentence. I assigned diction paragraph as homework as it would only take 11 minutes.

Day 19: 11/12/14, Wednesday

* WM, Vocab = conversation
* Give them Act 4, scene 4 paraphrase.
* Foster acts out the soliloquy and then watch the Tenet version. During these two performances, they need to do page one. Share a couple answers.
* Then, give plickers. As we read/act, Foster will periodically stop and ask the multiple choice questions on page two. We will discuss the right answers and then they write a reflection about how they did on the multiple choice part and turn it in. In 2014, we got through act 4, scene 5, up to scene 6.

Day 20: 11/13/14, Thursday **(2014: half day, many kids gone for ACT prep class)**

* Read/Act. Finish Act 4 chart with plickers.
* Act 4 summaries due Monday
* **In 2014, we skipped everything else and just acted quickly to get through it in the half day. We barely made it and finished act four.**

Day 21: 11/17/14, Monday

* Turn in act 4 summaries
* In 2014, I had to reteach infer for the act four paraphrase/multiple choice assesment
* WM, Vocab = meet in character groups to review character notes, guide questions **(and do group video collaboration reflection)** and do “statue of vocabulary” with: inconceivable, unrepentant, monologue (all members of group)
* Read/act. In 2014, started with act five and got to right when Hamlet is holding the skull

Day 22: 11/18/14, Tuesday

* WM, Vocab = polleverywhere.com, vocab quiz tomorrow for summative
* Act five summary due tomorrow, video Friday
* Read/Act. Optional: due Act 5 paraphrase. FINISH HAMLET **In 2014, CI gave them page 2 o act 5 paraphrase and the topic sentences final writing assignment. We did page 2 of act 5 paraphrase in class together. I gave them the final hamlet writing practice as optional homework**
* Double confirm their ICU list tasks. They are due tomorrow by 7:30AM

Day 22: 11/19/14, Wednesday

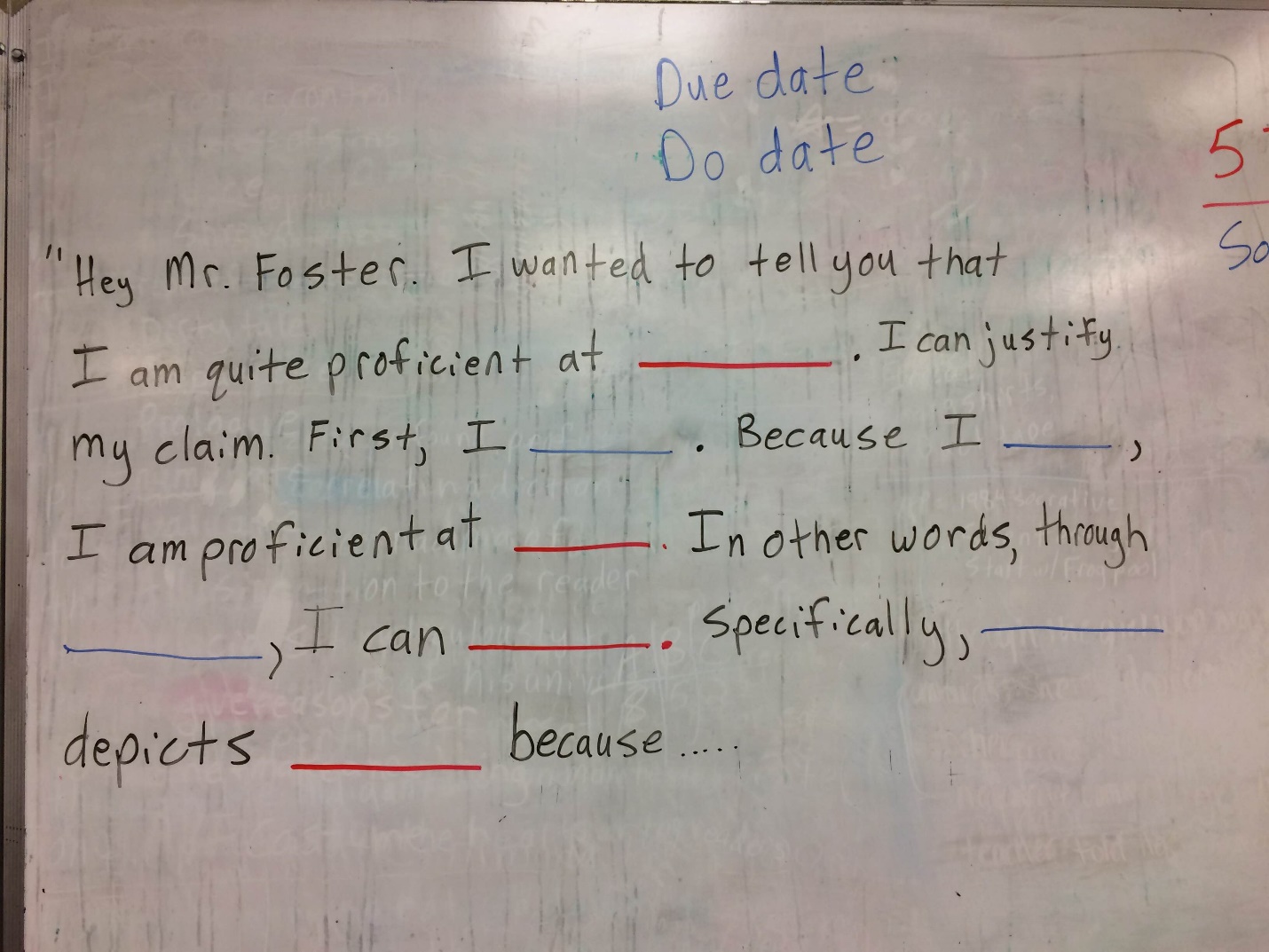
* All formatives were turned in by 7:30 AM this day.
* Turn in writing minutes for citizenship evidence.
* Turn in citizenship log Monday (exam day) after doing group work reflection.
* WM, Vocab = vocab quiz
* Kids work on Learning Targets log to bring to summative tomorrow
* Work on Hamlet Final writing practice: do this 100% in class for nothing but feedback to put on their learning targets log.

Day 23 and 24: Summative

Exam day = do content post test, then kids can revise summative

Day 28: 10/21/15, Wednesday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Tell them to take their Pardoner Summative and score themselves on two writing learning targets. These two are the ones that they think are their weakest and that they need to most work on. Also, they need to get 3.0 in infer as well. Therefore, go over the directions and exemplar together. ICU for Pardoner is getting a 3.0 in all three of these (infer and 2 writing LTs). Students will get feedback and scores for all 9 LTs, but will “have to” be proficient in three for this task.
* Review infer directions from Pardoner and give them five minutes to write it right now.
* Vocab = quiz, rescore yourself on the back and turn in vocab sheet completely filled in tomorrow for citizenship. Before the quiz, show kids the picture below and have them figure out that the red lines are the author’s claim and the blue lines are the author’s craft. During vocab quiz, take kids to the hall to tell me this paragraph about something they are good at.



Day 29: 10/22/15, Thursday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Turn in vocab chart
* New seats
* Two wolves
* Differentiated instruction
  + Students that are have not completed the infer Pardoner writing from Pardoner, work on it in class
  + Students that have both done, do the Shakespeare background in the library or on smart phones in the room. 2015: Had enough time for them to do the individual part of the assessment.

Day 30: 10/23/15, Friday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Write individual Shakespeare Background statements on the board. Make a graphic organizer of the information alone or with a partner. I go over a few key aspects of “Shakespeare background answers” to put in their graphic organizer where they see fit.
* Go over Hamlet packet:
  + Vocab
  + Guide Questions
  + Hamlet decisions chart
  + Character map
  + Group character project
* Antecedent Action brainstorm chat: make family tree and walk through action in their lives. Dad bubble to mom, you bubble, bubble to dad’s brother and connect all, uncle’s employee, your bf/gf, bf/gf brother (who are kids of dad’s employee), your two best friends from childhood, dad dies, mom remarries uncle, discuss, then review character map.
* Hamlet Socrative 1.1, work on ICU when finished

Pardoner Essay Feedback from 2015:

1. Double space, indicate which two learning targets you are focusing on, attach a rubric
2. Follow the directions to have a clear structure
3. Squiggly line = grammar error = fix it or ask Foster how to fix it
4. Boxed word/phrase = diction/style error = fix it or ask Foster how to fix it
5. Self-revise by reading it aloud an hour after you write it to catch mechanics and style errors before submitting it to Foster
6. Star circled symbol = Add 2-4 sentences of analysis = how exactly does the specific literary device you chose prove the author’s claim = how does the personification of death show “Greed is a powerful, deadly vice” = “By personifying Death, the author made it clear that greed is a deadly, powerful vice. Death was a character in the text. Death resolved the conflict in the end. The characters only met this character and lost a battle with him because of greed. Greed caused the characters fatal loss to the character Death. Therefore, the author’s claim is clear.”

Day 31: 10/26/15, Monday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = dice with three words.
* Those who did a Pardoner essay, go in hall, share ideas, discuss how to make fixes and be ready to ask questions when I come back. Everyone else, do a walkthrough of the direction from the summative. Then, essay writers go with me to auditorium to act. Others stay and finish essay; they can come down when they are done. Put blue feedback from above on board as they work. Give example of Little Aric doesn’t get to play Mario if he gets a color change. “Gotta do what you gotta do before you can do what you wanna do”

Day 32: 10/27/15, Tuesday

* Sub day for teaching at Concordia = hamlet son-father articles

Day 33: 10/28/15, Wednesday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Students take a blue exit ticket to turn in AT THE END of the hour.
* Sign up for work time if they are still on ICU list
* Vocab = spectrum in hallway
* 2015: Kids were still struggling big time with analysis writing. So, we did some “re-teaching” and did the Claim Evidence Analysis activity in the SAT folder. Then, students had the rest of the hour to write/revise their Pardoner essays
* Turn in blue exit ticket.

Day 34: 10/29/15, Thursday

* Turn in “Claim, Evidence, Analysis” just final page
* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = texting
* Kids that did not come in after signing up on the board when they said they would have to write a letter to their parents explaining the ICU list and that they promised to come in and did not.
* Review guide questions
* Hamlet decisions chart, first part only
* Go over character group summary project

Day 35: 10/30/15, Friday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Read/act Hamlet 1.3
* Do 3.1 Advice chart

Day 36: 11/2/15, Monday

* Turn in 1.3 Advice chart
* Meet in character groups for two minutes to trade notes about character and guide questions answers.
* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = conversation
* Infer practice in English 11 🡺 Infer practice folder. 2015: we did 90% in class, rest is due tomorrow

Day 37: 11/3/15, Tuesday

* Stand at door and check off doing infer practice for citizenship
* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = 4 square
* Read Hamlet and answer questions on white boards

Day 38: 11/4/15, Wednesday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.

### If I put “SS” on your paper, THAT is what you seesaw and be sure to write a reflection about it and/or action step to improve next time.

* Read/Act Hamlet to finish act one
* Do the act one quizzical
* Meet in character groups to share notes last five minutes of class. Summaries are due Friday

Day 39: 11/5/15, Thursday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = walking vocab
* Show SRC act one
* Give Act 2 deception chart. Put it on colored paper and make it an ICU task
* Differentiated:
  + ICU = stay in room and work
  + Non-ICU = go read/act Hamlet act 2
  + Last five minutes = meet in character groups to share guide question answers and share character notes. Remind them that act one summaries are due tomorrow.

Day 40: 11/6/15, Friday

* Turn in individual summaries; video due Monday.
* 10 minutes of work time in groups to go over character notes, share deception chart notes then work on ICU stuff.
* Finish showing SRC up to what we have acted already, which in 2015 was 2.2 up to when Hamlet comes in acting crazy to Polonius
* Vocab = Dice
* Differentiated:
  + Angels: Read/Act Hamlet up to 2.2 Denmark prison. Do the 2.2 Denmark prison analysis together. This is not an ICU task because so many kids were on the ICU list and didn’t do it, but don’t tell the kids that. Just have them turn it in.
  + ICU people: Work on ICU stuff in the hall (ICU list)

Day 41: 11/9/15, Monday

* 15 minutes of group time to trade character notes, discuss summaries, work as a team to have everyone finish 2.2 Denmark ICU analysis. Those angels that got it done can TEACH and use their paragraphs as MODELS, but ICU kids cannot just copy.
* Watch Act one student video
* Vocab = White board categorization
* Read/Act Hamlet Act 2 with white boards.
* Watch SRC through act 2
* Discuss fate vs. free will from “quintessence of dust” line

Day 42: 11/10/15, Tuesday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Act 2 quiz: Put four boxes of vocab quiz on back and pick the words.
* Formative: 3.1 paraphrase

Day 43: 11/11/15, Wednesday = 2015 sub day for visiting Oakland

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.

Day 44: 11/12/15, Thursday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Vocab = New vocab words
* Read/Act Hamlet. 2015, kinda got through play within a play scene 3.2

Day 45: 11/13/15, Friday 2015: Half day

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Remind kids that last day for turning in formatives is 11/18 Wednesday
* Vocab = Give one more word
* Weekend homework = take a learning targets log. Copy one grow/flow for each LT from Seesaw feedback for Monday = citizenship
* Read/Act Hamlet finish Act 3. Act 3 summaries due Monday

Day 46: 11/16/15, Monday

* WM priorities in order: “See me” from a paper you just got back, work on ICU list stuff, Seesaw your feedback, do the SAT WM, check twitter, do the google classroom “fail forward” activity.
* Turn in Act 3 summaries
* Turn in learning targets log. I give citizenship mark and give back for summative tomorrow.
* Vocab = Texting
* Hamlet 4.1 reading formative = last one, one shot, no revisions cuz it is so close to summative day. 2015: When doing this, really review what each LT is asking, then have students go into Power school and review Seesaw to prioritize LTs from weakest to strongest. Have them only do the two weakest.

Day 47: 11/17/15, Tuesday **sub day in 2015 for MDE presentation**

* Pass back green learning target log. Kids need this to do work in library
* Kids start Summative in library
* Tell kids they will have 45 minutes in class tomorrow and it is due at the end of the hour tomorrow.
* Remind them that all formative work is due tomorrow at the beginning of the hour.

Day 48: 11/18/15, Wednesday

* SAT WM practice together.
* Vocab = spectrum hallway
* Write questions about the summative on the back board. Discuss them
* Go to library to finish summative

Day 49: 11/19/15, Thursday

* SAT WM practice in character groups.
* Vocab = four square
* Do Claim, evidence, analysis #2. We did this now in 2015 because the analysis portion of the 2015 summative was so bad still.
* Read/Act Hamlet

Day 50: 11/20/15, Friday

* Walk through student example and feedback of summative
* Summative revisions are due Monday. Show where the task is on my website.
* Finish Claim, evidence analysis 2
* Vocab = Serpiente. Vocab quiz on Monday/exam day = optional “revision” for vocab score.
* Give Act 4.4 formative and 4.5-7 formative then Read/Act *Hamlet*

**2015 Summative revisions: on exam day**

Vocab = Hamlet vocab quiz #2 on exam day.

Comprehension: “Summative Assessment-2015 revision” in the English 11 folder

Author’s Craft: “Summative Assessment-2015 revision” in the English 11 folder

Infer: “Summative Assessment-2015 revision” in the English 11 folder

All Writing: “Summative Assessment-2015 revision” in the English 11 folder

Day 51: 11/23/15, Monday **2015 Exam day**

* SAT WM practice together.
* Before students turn in revisions, they need to make a list of learning targets they chose to revise and then make a color coded legend. Then, they have to highlight the words in their revision that directly show the learning targets they are revising. For example, highlight Style in green and then highlight all of the strong verbs, adjectives and adverbs (and vocab words used) in green to show diction, or highlight “Purpose” in pink and then highlight all of the sentences that specifically show analysis and how the author proves the claim through author’s craft in pink.
* Vocab = optional quiz for those who want to revise vocab score from summative.
* Do Plicker reflection questions to prepare for exit ticket reflection
* Take two exit tickets: worked well and keep; didn’t help me learn and change
* Read/Act Hamlet. Give them 4.4 as homework over Thanksgiving break. This is the first ICU task of second trimester. Do Socrative self-directed 4.5-7 assessment as I grade revisions

**Day 56, 11/28/16, Monday**

* Desks are in two circles, inner and outer. Learners take a white board to write on if they don’t have something hard to write on.
* Rapport: Concentric circles = inner and outer circle facing each other, have quick conversation like speed dating:
  + Sports/hobbies
  + Who lives in your house?
  + Last movie you saw, did you like it
  + Perfect dinner
  + What would you do with 1 million dollars
  + One thing you have had success at
  + One think struggle with
* Pass out Trimester 1 feedback from survey. Learners read it and T4: item they agree with the most, item they disagree with the most, write at least one, “What do you notice?” and one “What do you wonder?” after reading.
* Socratic circles chat about Trimester 1 survey
  + Take volunteers to model it that have done it in Hundey’s class. Outside people assigned to watch inside people are blatant and in the open.
  + Start with a fun topic: Thanksgiving.
  + Talk TO each other, not just at each other and not just wait for you turn to talk.
  + Try to have a transitional phrase come out of your mouth first that acknowledges that the previous person said, such as, “that is interesting, however” or “another example of that might be..” or “cool Kyle, another way to look at the is..”
  + If I ding the bell, everyone freeze.
  + Everyone is on the outside is assigned someone to watch HOW they said it, not WHAT was said.
  + Foster models how to be inside AND outside person.
  + Do it with summative survey with outside watchers are anonymous (Foster assigns them)
  + Chat, stop, outside people discuss how it was said, flip roles, repeat
* Learners get out their journals (Foster gives them one if they don’t have a specific one just for this class that they bring everyday) and write two SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for this second trimester; write them and show Foster then put them in marker on the front cover of the journal. Make sure goal is something you can control and speaks to your performance and NOT some outcome that involves things you cannot control. A wrestler might have the goal of “Drilling ten minutes before and after practice each day to build muscle memory be less nervous in matches” and NOT “Win the state title”:
  + One academic about LEARNING not grades. Learners who had the most success on the summative did active learning and internalized feedback the most.
  + One employability goal. Top traits employers seek: Comfortable confidence. Willingness to listen and learn. Adaptability. Teamwork. Dependability. Honesty. Work Ethic. **Eager and Willing to Add to Their Knowledge Base and Skills. Problem Solving.**
* Sneaky cards update?
* Stop asking about the volume of your bladder. ☺ you are young adults. I trust you because you are Foster kids. Instead, if you have to go, just go. As you leave, get my attention and give me the American Sign Language sign for “bathroom”. It is the letter T (fist with thumb poking through index and middle finger) with palm facing away from you and shake side to side. If you want to be nice, you can give the sign for please too (circular motion on your chest with a flat palm). Be sure I heard you because I legally responsible for your whereabouts. If I heard you, I will give you the sign for thank you. Take the class lanyard and go.
* Phones: many teachers are using phone “wallets” to give your phone up when you enter the room. I don’t want to do that because it might hinder out strong rapport. However, that means you have to use this weapon responsibly. Practice empathy and adhere to our guiding principle in the room, “You can do anything you want as long as it doesn’t interrupt the learning of a Foster kid or my teaching.” We will see how our current mantra/policy goes for a week and then see if we need the wallet on Monday.
* Go over new learning targets. Learners paraphrase with think, pair, share. This was for home practice in 2016.

**Day 57, 11/29/16, Tuesday**

* EMP for bringing book and journal randomly on any given day.
* Writing Mechanics practice
* Rapport builders: everyone knows, no one knows.
* Go over reader’s workshop approach and pick new book.
  + New focus: Motif
  + Details of Motif focus: Decided not to make this explicit in 2016 cuz it will be done with the “Summative Practice” later in the day.
    - Motif is a commonly repeated idea/pattern/discussion in a text
    - Theme is a big universal lesson the author is trying to teach the reader
    - Motifs often lead to a theme. Analyzing themes usually help make the theme clear.
    - Understanding of the background and context of the author and text helps the reader have clearer understanding and a deeper appreciation for the text.
    - Understanding of the author’s style in writing helps the reader have clearer understanding and a deeper appreciation for the text.
  + Anchor text: *Macbeth*. We will act it out together in class and analyze specific passages to help us understanding motif.
  + Independent novels need to be fiction so learners can discuss the motif in the text. Cannot use *Hunger Games* or *Divergent* or *Giver*. Suggested texts: *The* *Things They Carried, Call of the Wild, Farewell to Arms, Things Fall Apart, Life of Pi.* Trade novels with classmates and bring novel to class on tomorrow (and everyday) for Employability. Book Swap = if you read a book and enjoyed it, convince someone else to read it.
  + Progress report summative essay question, **“How does the motif of your independent novel help contribute to the theme of the text?”**
  + Specific in class reading days: 12/9. Independent novel need to be 50% done by 1/4/17 and 100% done by 1/23/17.
* Practice summative. Read the children’s story *Red* together and do the document called “Summative pretest”. In 2016, we got through the infer section.