**Jeremy Fielder Lesson Plans 9/15-9/19**

**English 9 English 12**

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| **9/15/2014 Learning Objectives**  1. Explain the differences between narrative and expository texts, citing examples of each  2. Classify different genres of texts as expository or narrative texts  3. Identify expository reading strategies (ABK, Comprehension strategies, and previewing strategies)  **Core Standards Addressed:**  **RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text  **Opener:** Students will be instructed to pick up an opener sheet of paper and to use their comma rule sheets to write ONE original sentence per comma rule.  **Lesson sequence:**  1. Use study guide to review terms studied thus far in class.  2. Expository text reading strategies: Students will be divided up into small groups and will be charged with sorting, as quickly as they possibly can, different descriptions of expository text reading strategies. 3. Groups will have 10 minutes to work; if they do not finish, time will be called.  4. Introduce strategies for reading expository texts: Activating background knowledge, previewing, and comprehension strategies (from *McWhorter's Reading Across the Disciplines*, 4th edition (pages 29, 37 and 39). Model the strategies that will be expected to be demonstrated during tomorrow’s class.  5. Students will take notes on particular reading strategies; they should log at least four in their learning logs that would work best for them.  6. The guidance sheet for the following day will be distributed; the objective of the sheet will be explained so students will understand what is expected of them, and so they do not simply view it as another “worksheet.”  7 IF TIME ALLOWS: Previewing exercise: Students will be given an expository article (McWhorter, pages 30-32) and will be asked to preview by following the steps to previewing a document. They will have five minutes to complete this activity.  **Closure:** Questions based on the reading passage, to be answered without the reading in front of them.  **Homework:** None. | **9/15/2014 Learning Objectives**  1. Use internet search engines and news databases to research relevant expository articles.  2. Cite expository, web-based articles and media clips in correct APA format  3. Write relevant research notes based on expository articles  **Core Standards Addressed**  RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Opener:** Have note cards ready; today’s deadline is 4 source cards and 10 information cards.  **Lesson sequence:**  1. Head to computer lab.  2. Students will use desktop computers to continue their research on the Michael Brown case in Ferguson, Mo. As they research, they should be writing note cards with the information from the media clips and articles.  3. Students will be directed to helpful links via Mr. Fielder’s website to help them cite sources, format their paper, and have the correct APA formatting for works cited entries.  **Closure:** Collect and/or review source cards and information cards.  **Homework:** Continue to research and create source cards/information cards for paper. |
| **9/16/2014 Learning Objectives**  **SLO training at BD – sub needed**  1. Apply previewing, activating background knowledge, and comprehension strategies while reading an expository essay.  **Core Standards Addressed:**  **RI. 9-10.1:** Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **Lesson sequence:**  1. Review answers for opener quiz; remind students to follow along with their study guides in regards to terms/test skills covered.  2. Previewing:  A. Distribute notes on previewing, activating background knowledge, and comprehension strategies. The class will review effective previewing strategies.  B. Students will have four minutes to effectively preview the expository article.  C. Questions to be answered based on article: Students will answer a set of questions based on their previewing experience with article.  D. Review correct answers for previewing.  3. Activating background knowledge:  Students will choose between “Draw on your own experiences” or “Brainstorm” activating background knowledge methods, and will have a four minutes to complete writing on one of the two methods.  4. Comprehension strategies:  A. Rephrase two paragraphs in your own words. Be sure to write what number paragraph you chose.  B. Turn one heading into a question and answer it.  C. Copy down each heading, and write two major points per heading.  **Closure:** Comprehension quiz on Snitching article  1. Music was not blamed for the Colombine High School shootings in 1999.  2. People were outraged when a famous rap artist said he would not call and tell on a serial killer who lived next door to him.  3. Most witnesses to crimes are not threated and do feel safe enough to tell the police.  4. One activist believes that rock music is preaching “anarchy” and is a driving force behind violence in the streets.  5. The author essentially sees snitching as a problem that must be addressed by helping people who live in high crime and low-income areas. | **9/16/2014 Learning Objectives – Substitute plans**  1. Use internet search engines and news databases to research relevant expository articles.  2. Cite expository, web-based articles and media clips in correct APA format  3. Write relevant research notes based on expository articles  **Core Standards Addressed**  RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Opener:** Have note cards ready; today’s deadline is 4 source cards and 10 information cards.  **Lesson sequence:**  1. Head to computer lab.  2. Students will use desktop computers to continue their research on the Michael Brown case in Ferguson, Mo. As they research, they should be writing note cards with the information from the media clips and articles.  3. Students will be directed to helpful links via Mr. Fielder’s website to help them cite sources, format their paper, and have the correct APA formatting for works cited entries.  **Closure:** Collect and/or review source cards and information cards.  **Homework:** Continue to research and create source cards/information cards for paper. |
| **9/17/2014 Learning Objectives**  1.Identify and describe the following organizational patterns of expository writing: 1)cause-effect; 2)compare-contrast; 3)definition/description 4)categorization/classification; 5)sequence-includes chronology, process, listing, etc.; 6)problem-solution  2. Identify transitional words or phrases associated with each organizational pattern of expository writing  3. Review finding a topic sentence, differentiating between statements of facts and opinions, and identifying an author's style and tone  **Core Standards Addressed:**  **RI.9-10.5:** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text  **RI.9-10.6:** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose  **RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **Opener:** Students will be instructed to pick up an opener sheet of paper and to use their comma rule sheets to write ONE original sentence per comma rule.  **Lesson sequence:**  1. Explain answers to openers; the teacher will model how to write the comma rule number per question, which may be a requirement of students in the future.  2. Brief Power-point presentation: Review of previous learning (Genre, Expository text, previewing, activating background knowledge, comprehension strategies, topic sentences, fact vs. opinion, style vs. tone) Styles of organization for expository paragraphs (Divide students into small work groups before beginning)  3. Students will be divided into small groups and will receive an envelope. In the envelope will be the following information for these patterns of organizations  A. Definition/description  B. Classification  C. Cause and effect  D. Sequence (chronological, process)  E. Compare-contrast  F. Problem-Solution  4. Students will sort through descriptions, graphic representations, and examples of each organizational style. When finished, they will log some brief notes on each organizational style.  **Closure/Formative Assessment:** Three topic sentences will be projected; students will identify the organizational pattern based on the topic sentence.  **Homework:** Study for Friday’s quiz on all terms/concepts covered thus far. | **9/17/2014 Learning Objectives**  **Constitution day: Michael Brown and constitutional rights**  1. Demonstrate close and critical reading skills  2. Analyze a the author’s claims and supporting evidence in an expository article  3. Write an article analysis piece.  **Core Standards Addressed:**  RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).  RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  Opener: 1. Who was James Madison? What were his contributions to the United States?  Lesson sequence:  1. Discuss opener, and the importance of the “Federalist Papers” in helping to bring about our nation’s constitution.  2.Article reading with highlights from Ferguson and ISIS and the Constitution as the difference between the two. <http://spectator.org/articles/60287/constitution-lives-ferguson>  3. Students will perform a close reading on the concept, focusing on the constitutional principals evident in the article as are relevant to Michael Brown and ISIS  4. Analysis: Students will analyze the author’s main point/idea; whether his logic makes sense, or whether he is certainly comparing apples to oranges with his application of Constitutional principals to each specific case.  Closure: Working on one-page analysis  Homework: Analysis due tomorrow. |
| **9/18/2014 Learning Objectives**  1.Compose expository paragraphs with the following organizational patterns of expository writing: 1)cause-effect; 2)compare-contrast; 3)definition/description 4)categorization/classification; 5)sequence-includes chronology, process, listing, etc.; 6)problem-solution  2. Identify transitional words or phrases associated with each organizational pattern of expository writing  3. Review finding a topic sentence, differentiating between statements of facts and opinions, and identifying an author's style and tone  **Core Standards Addressed:**  **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.2a:** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions  **W.9-10.2c:** Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts  **W.9-10.2e:** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Opener:** Students will be prompted to write four original sentences using each of the four comma rules.  **Lesson Sequence**  1. Review subjects to be addressed on tomorrow’s quiz.  2. Styles of organization for expository paragraphs (Divide students into small work groups before beginning)  3. Students will return to their work groups from the previous day. They will receive a list of transitional phrases to be used while writing within the following organizational patterns:  A. Definition/description  B. Classification  C. Cause and effect  D. Sequence (chronological, process)  E. Compare-contrast  F. Problem-Solution  4. Students will construct an expository paragraph with specific organizational pattern, with a different subject ad organizational pattern per station. Students will work to utilize correct transitions for their expository paragraphs.  **Closure:** Students will meet in small groups, based on their assigned patterns, and will read what the others have written in the same organizational pattern.  **Homework:** Study for Thursday’s quiz | **9/18/2014 Learning Objectives**  1. Use internet search engines and news databases to research relevant expository articles.  2. Cite expository, web-based articles and media clips in correct APA format  3. Write relevant research notes based on expository articles  **Core Standards Addressed**  RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Opener:** Lesson plan for the day: Explain procedure of filling in gaps of information in research and the beginning phase of organizing cards into their proper section. STUDENTS WILL BE PROMPTED TO HAND IN THEIR ANALYSIS WRITINGS AT THIS TIME.  **Lesson sequence:**  1. Distribute surfaces.  2. Students will use surfaces to continue their research on the Michael Brown case in Ferguson, Mo. they should specifically be looking for research they may be missing from their cards; in other words, necessary information for them to complete the project with!  **Closure:** Check on student progress.  **Homework:** Continue to research and create source cards/information cards for paper. |
| **9/19/2014 Learning Objectives**  1. Complete a formative quiz on expository reading skills, style, tone, and expository text organizational patterns with 80% accuracy or better.  2. Draft an expository essay that utilizes six common organizational patterns for expository text.  Students will draft an expository essay that utilizes the six organizational patterns  **Core standards addressed:**  **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.9-10.2a:** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions  **W.9-10.2c:** Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships between complex ideas and concepts  **W.9-10.2e:** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Opener:** Review quiz: All concepts up to this point, including organizational patterns. (38 questions, using CPS data collection system).  **Lesson sequence:**  1. Finish quizzes; when students are done, they will pick up an expository essay assignment sheet, as well as the rubric for their paper assignment.  2. Students will be directed to use a topic they know a lot about. Students will write an expository essay about the topic that utilizes the six major types of expository text organizational patterns. They should begin their essay with the definition paragraph, then they chronology pattern, then they have freedom from that point forward.  3. As they draft, students should be prompted to write their TOPIC SENTENCES FIRST so they know exactly what they want to write about for each paragraph.  4. Transitional words/phrases: students will be prompted to use AT LEAST ONE appropriate transitional word/phrase per expository text paragraph that they write.  **Closure:** Review assignment; drafts should be hand-written by the time students walk into class on Monday. Students will be typing their completed drafts on Monday and Tuesday, with final drafts being due Wednesday when they walk into the room.  **Homework:** Finish draft for Monday. | **9/19/2014 Learning Objectives**  1. Use internet search engines and news databases to research relevant expository articles.  2. Cite expository, web-based articles and media clips in correct APA format  3. Write relevant research notes based on expository articles  **Core Standards Addressed**  RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.  W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **Opener:** Reminder of production deadline for the day: 8 sources, 20 information cards.  **Lesson sequence:**  1. Head to computer lab.  2. Students will use desktop computers to continue their research on the Michael Brown case in Ferguson, Mo. As they research, they should be writing note cards with the information from the media clips and articles.  3. Students will be directed to helpful links via Mr. Fielder’s website to help them cite sources, format their paper, and have the correct APA formatting for works cited entries.  **Closure:** Students will be prompted to share their drafts by the end of the hour.  **Homework:** Continue to research and create source cards/information cards for paper. |