



Monday

<p>Objective: Pre-AP-We will analyze the influence of historical information and draw conclusions about <i>All Quiet on the Western Front</i>. Regular- We will analyze the characters, plot, theme, make inferences, and provide text evidence to support responses in the novel <i>House on Mango Street</i> ELP: We will read, write about, discuss, and listen about literature. TEKS: 1A Latin, Greek, and other linguistic roots and affixes 2A: analyze theme shapes meaning 2B: analyze the influence of mythic, collisional and traditional literature 5C: narrator's point of view 19B: make complex inferences Engage: Students will review the writing process and requirements for expository writing. Learning Experiences: 1. Continue reading and responding to literature 2. TSW will group read and annotate expository article (NEWSELA-Argentina) Structured Practice: The student will collaboratively and individually read, analyze and respond to literature. Closure: What is the most important thing I learned today? </p>	<p>How will you check for understanding throughout the lesson? Formative assessment (think, pair, share, thumbs up, thumbs down, answer cards, group questioning and responding questions, bell ringer, exit ticket, Kahoot)</p> <p>Assignment: -Word Dissection (etymology) -Grammar Focus: fragments/sentence structure/commas/ -<i>House on Mango Street</i> -<i>All Quiet on the Western Front</i></p> <p>Fundamental 5 <input checked="" type="checkbox"/></p> <p>Did you include?</p> <p><input checked="" type="checkbox"/> Opportunities for frequent, small group purposeful talk</p> <p><input checked="" type="checkbox"/> Opportunities for critical writing</p> <p>Stay in the POWER ZONE</p> <p>Constantly RECOGNIZE/REINFORCE</p>
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