



Monday

Objective:
Pre-AP-We will analyze the influence of historical information and draw conclusions about *All Quiet on the Western Front*.

Regular- We will analyze the characters, plot, theme, make inferences, and provide text evidence to support responses in the novel *House on Mango Street*

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 (NEWSLA-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?

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)

Assignment:
-Word Dissection (etymology)
-Grammar Focus: fragments/sentence structure/commas/
-*House on Mango Street*
-*All Quiet on the Western Front*

Fundamental 5 ☒

Did you include?
☒ Opportunities for frequent, small group purposeful talk
☒ Opportunities for critical writing

Stay in the POWER ZONE

Constantly
RECOGNIZE/REINFORCE

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2. TSW will group read and annotate expository article (NEWSLA-Cafeteria Bills)

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Learning Experiences:

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2. 1. TSW will group read and annotate the poem "My Mother's Face"

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