

ST: Standard  
 OBJ: Objective  
 ACT: Activity  
 HWK: Homework

## MRS. HELZER'S LESSON PLANS

March 21-25

	ENGLISH 9 Bell ringer: Journal writing (meets ST 12.2.2, 12.3.2)	READING Bell ringer: 10-15 min. of free reading (meets ST 12.1.4, 12.1.6, 12.2.2, 12.3.1, 12.4.1)	ENGLISH 12 Bell ringer: Allusions presentations (meets ST 12.1.6c)
MONDAY	<p><b>ST:</b>  <b>OBJ/ACT:</b> 3, 5, and 6 pd: Add to map from descriptions in ch. 15. Discuss chapter 16 via review questions. Review directions for chpt. 12-21 Active Reading strategy. Need to allow 15-20 minutes of reading time (long chapter!).  <b>HWK:</b> Read chapter 17, fill in the Active Reading organizer (pg. 15 in study guide) as you read!</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Finish chapter 5 in <i>Special Edward</i>. Add vocab words to Word Wall. Complete a reading strategy over chapter 5.  <b>HWK:</b> TBA</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Begin poetry explication unit: respond to the poetry forum. Then pass out <i>Blackberry Prcking</i> by Seamus Heaney--project on screen and listen to the NPR Podcast of the poem. Using the graphic organizer, students will list images they see (focus on words phrases that are striking/vivid). Then students will lump their descriptions into categories. As a class--decide what categories fit with which stanza---examine the shift in tone in stanzas. <b>HWK:</b> Write a one page reader-response: what do you think the poem means? Does it have a rhyme scheme? If so, what is its significance? Do you notice any alliteration? Assonance? Consonance? What significance do these devices have?</p>
TUESDAY	<p><b>ST:</b>  <b>OBJ/ACT:</b> Discuss events of chapter 17 via Sakai assignment due at the end of the period. Give students time to read chapter 18 in class!  <b>HWK:</b> Read chapter 18</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Vocab practice on quizlet. Students will read chapter 6 as a class and discuss it via a reading strategy.  <b>HWK:</b> TBA</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Students will create a symbolic representation of the poem along with a written theme. Students should create a written explanation of the relationship of the illustration to the text. Illustration due tomorrow.  <b>HWK:</b> Finish illustration and read <i>Lawrence Ferlinghetti's biography</i>.</p>
1:30 WEDNESDAY	<p style="text-align: center;"><b>3rd pd Assembly</b></p> <p><b>ST:</b>  <b>OBJ/ACT:</b> Review chapter 18. Make sure students have active reading chart filled in. Create vocab. flash cards if time allows. Read chapter 19 (long chapter)!  <b>HWK:</b> Finish chapter 19</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Students will read chapter 7 in class and discuss it via a reading strategy.  <b>HWK:</b> TBA</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Students will turn in their illustrations Teacher will explain that students have just participated in one form of explicating. Place students in groups. <i>Students will read and discuss three of his poems: 1, 8, and 15 from A Coney Island of The Mind.</i>  <b>HWK:</b> Choose one and respond to it via reader response.</p>
THURSDAY	<p><b>ST:</b>  <b>OBJ/ACT:</b> Discuss chapter 19--main points from the trial. Fill in study guide questions. Watch <i>clips of the Scottsboro Boys documentary</i> and discuss parallels with Tom Robinson trial. Read chapter 20.  <b>HWK:</b> Finish chapter 20</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Students will practice their vocab words via Quizlet. Students will read chapter 8 and discuss it via a reading strategy.  <b>HWK:</b> TBA</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Share responses with groups. Students will read a <i>biography of Naomi Shihab Nye and will read several of her poems</i>. Begin working on reader response to one of Nye's poems.  <b>HWK:</b> Finish reader-response. <i>Read Carl Sandburg's biography</i>.</p>
FRIDAY	<p><b>ST:</b>  <b>OBJ/ACT:</b> Discuss chpt. 20 and continue watching Scottsboro Boys documentary. Read aloud from chpt. 21---15 minutes (long chapter).  <b>HWK:</b> Finish reading chpt. 21!</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Students will read chapters 9 and 10 in class and discuss it using a reading strategy.  <b>HWK:</b> TBA</p>	<p><b>ST:</b>  <b>OBJ/ACT:</b> Share responses with groups. Students will read <i>several Carl Sandburg poems</i>. Students may begin working on their reader response of the Sandburg poem.  <b>HWK:</b> Finish reader-response.  <i>Next week: Introduce explicating lesson and poetry essay. Begin working on the essay--leave time for writing groups; due April 4th.</i></p>