

Name: Edward Bromke		Grading Quarter: 2	Week Beginning: 11/13/2023
School Year: 2023		Subject: English	
Monday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>• After an initial reading and discussion of the poem, students will be able to identify and describe character traits, setting details, and imagery in the poem.</li> <li>• After rereading and discussing a model of close reading, students will be able to interpret figurative language in context and analyze the role of figures of speech in a poem.</li> <li>• After engaging in a close reading and discussion of “The Latin Deli: An Ars Poetica,” students will be able to write a short response that uses evidence from the poem to support a claim.</li> <li>•</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Bellwork – Verb Tenses: Present, Past, and Future</li> <li>• Class Novel</li> <li>• From A to Z</li> <li>• NoRedInk –</li> <li>• Review: Parsley</li> <li>• First Read: The Latin Deli</li> <li>• Skill: Figurative Language</li> <li>• Close Read: The Latin Deli</li> </ul>	<p>Academic Standards:</p> <p>RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10, W.9-10.1.A, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9.A, W.9-10.10, SL.9-10.1.A, SL.9-10.1.B, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.6, L.9-10.4.A, L.9-10.5.A, L.9-10.6</p>
Tuesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>• After exploring background information and research links about a topic, students will respond to a question with a 140-character response.</li> <li>• After reading “Chinese Cooking,” students will write a short narrative response that demonstrates their understanding of how to use descriptive details and reflection to engage their audience and communicate their reaction to an event.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Bellwork – Perfect Tenses: Present, Past, and Future</li> <li>• Class Novel</li> <li>• From A to Z</li> <li>• NoRedInk –</li> <li>• Review: The Latin Deli/Figurative Language</li> <li>• Blast: Go with your Gut</li> <li>• Independent Read: Chinese Cooking</li> </ul>	<p>Academic Standards:</p> <p>RI.9-10.1, W.9-10.4, W.9-10.6, W.9-10.9.A, W.9-10.10, SL.9-10.1.A, SL.9-10.1.C, SL.9-10.1.D</p>

Wednesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>After an initial reading and discussion of the informational text, students will be able to make and confirm predictions as they read as well as understand and analyze key details.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>Bellwork - Perfect Tenses: Present, Past, and Future</li> <li>Class Novel</li> <li>From A to Z</li> <li>NoRedInk –</li> <li>Review: Chinese Cooking</li> <li>First Read: The New Food Fights: U.S. Public Divides Over Food Science</li> </ul>	<p>Academic Standards:</p> <p>RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.10; SL.9-10.1.A, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.2, SL.9-10.6; L.9-10.4.A, L.9-10.4.B, L.9-10.4.D</p>
Thursday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>After an initial reading and discussion of the informational text, students will be able to make and confirm predictions as they read as well as understand and analyze key details.</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>Bellwork – Distinguishing Tenses</li> <li>Class Novel</li> <li>From A to Z</li> <li>NoRedInk –</li> <li>First Read: The New Food Fights: U.S. Public Divides Over Food Science</li> </ul>	<p>Academic Standards:</p> <p>RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.10; SL.9-10.1.A, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.2, SL.9-10.6; L.9-10.4.A, L.9-10.4.B, L.9-10.4.D</p>

Friday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> <li>• After rereading and discussing a model of close reading, students will be able to use a contextual meaning, a dictionary, or other analysis to clarify and validate the meanings of technical language in “The New Food Fights: U.S. Public Divides Over Food Science.”</li> <li>• After rereading and discussing a model of close reading, students will be able to identify and analyze informational text elements in “The New Food Fights: U.S. Public Divides Over Food Science.”</li> </ul> <p>Lesson Overview:</p> <ul style="list-style-type: none"> <li>• Bellwork - Distinguishing Tenses</li> <li>• Class Novel</li> <li>• From A to Z</li> <li>• NoRedInk –</li> <li>• Review: The New Food Fights</li> <li>• Skill: Technical Language</li> <li>• Skill: Informational Text Elements</li> <li>• Blast: Local Tastes</li> </ul>	<p>Academic Standards:</p> <p>RI.9-10.1, RI.9-10.3; SL.9-10.1.A, SL.9-10.1.C, SL.9-10.2</p>
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