

SUMMER SCHOOL TEACHER GUIDE



English 11

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Summer School Teacher Guide

The Summer High School Program will be 20 days for full credit and 10 days for semester / half ($\frac{1}{2}$) credit). First Semester will be days 1-10 and Second Semester will be days 11-20. Breakdown of days will have the following per semester / half ($\frac{1}{2}$) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All Students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

HS Classroom Schedule – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** -- 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**
-

***Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Posttest will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 1

Topic/Lesson Title & Grade Results #: Analyzing Text – Part 1 Lesson #1

Objective(s): Students will

- Cite evidence to support the analysis of a text.
- Analyze a text to provide evidence on how it explicitly uses details to support key ideas.
- Draw inferences from the text.
- Determine where the text holds uncertain details.

Guiding Question(s):

- Why is it essential to cite evidence to support analysis?
- How do you find the explicit meaning in texts?
- What are the ways to infer details from text?
- How do you identify uncertain information in a text?

TN Curriculum Standard(s):

11.RL.KID.1; 11W.RBPK.9 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms: Slide 12

- **Adultery**-extramarital affair
- **Hypocrisy**-the art of pretending to be what one is not.
- **Making inference**-a mental process through which the readers arrive at a logical conclusion based on specific evidence from the text.
- **Morbid**-an unhealthy mental state
- **Puritan**-a member of a group of English protestants during the 16th and 17th centuries
- **Recluse**-one who lives in solitude.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I do): (15 minutes)

Tell students they will be working on a lesson about analyzing text.

Slide 1: **Objectives:** Review objectives. Check for understanding to ensure that students know exactly what they will be doing.

Slide 2: **Understanding Explicit and Implicit Information:** Teacher will read or have a student read the information on slide 2 aloud. The teacher will explain the difference between implicit and explicit information and why writers use both. Ask if the students understand what making an inference is.

Vocabulary: Review each vocabulary word. Call on students to define each one in their own words. The teacher will explain further if needed.

Lesson Activities (We Do): (55 minutes)

Progress through the content slide by slide. Before beginning with slide 3, show the supplemental video. (Found in bar on left side under lesson)

Slide 3: Inference: Restate the meaning of making an inference. Go over the description and complete the activity as a group.

Slide 4: Nathaniel Hawthorne's Biography and *The Scarlet Letter*: Talk about the author using information given here. Watch the video as a group. Discuss why knowing more about the writer will assist students in understanding inferences in the writing.

Slide 5: Nathaniel Hawthorne's *The Scarlet Letter*: As a group, watch the video shown on this slide. What inferences can be drawn based on the information contained in this video?

Slide 6: Nathaniel Hawthorne's *The Scarlet Letter*: Disregard the paragraph at the top. Students will not be required to read the entire book. You can ask students to read the summary of the book silently or to choral read as a group. Discuss.

Slide 7: Analyzing *The Scarlet Letter*: Discuss the literary elements listed on this slide. Ask students to give examples. Complete the activities on this page. Have students offer answers before they show the answer on their screen.

Slide 8: Inference in *The Scarlet Letter*: Read and discuss as a group. Complete activity.

Slide 9: Practice: Make sure students know what ambiguity means since it was not part of the vocabulary list. The teacher will read or have students read the information on this page and discuss before completing the activity as a group.

Supplemental: The Scarlett Letter: Historical & Political Context Video -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (5:00)

Lesson Review: (10 minutes)

Slide 10: Description: Go over the chart on this page to summarize information contained in today's lesson. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (5 minutes)

Have each student tell you one thing they learned in today's lesson as their ticket out the door.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 2

Topic/Lesson Title & Grade Results #: Impact of Word Choice and Author's Life on Themes, Part 1, Lesson #2

Objective(s): Students will

Lesson A:

- Identify the meanings of unfamiliar words using context clues.
- Understand the author's use of figurative language in context.
- Differentiate the denotative and connotative meanings of words.
- Analyze the impact of word choice on the overall meaning and tone of text.

Lesson B:

- Identify theme and topic.

Guiding Question(s):

Lesson A:

- How does the author's choice of words and their meanings impact the meaning and tone?
- How do I use context clues to determine the meanings of words?

Lesson B:

- What information will I use to identify the theme and topic of a literary work?

TN Curriculum Standard(s): Lesson A: 11.RL.CS.4 Determine the meaning of words and phrases in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

Lesson B: 11.RL.CS.4, 11.RL.IKI.9 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. Demonstrate knowledge of and analyze thematically-related texts of literary significance, considering how two or more texts treat similar themes or topics.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Connotation:** The implied or suggested meaning.
- **Denotation:** The most direct or specific meaning of a word or expression.
- **Diction:** The words a writer chooses to communicate his or her message.
- **Narrative tension:** The suspense to keep the reader engaged.
- **Tone:** The quality of a person's voice.

Lesson B:

- **Aphorisms:** An original phrase which conveys some principle or concept of thought.
- **Colloquial:** A manner of speaking or writing that is characteristic of familiar conversation.
- **Ethics:** The study of principles relating to right and wrong conduct.
- **Existentialism:** A twentieth-century philosophical movement emphasizing the uniqueness of each human existence in freely making its self-defining choices.
- **Great Awakening:** A term used to describe several periods of religious revival in American religious history.
- **Idiosyncratic:** Peculiar to a specific individual.
- **Individualism:** The tendency for a person to act without reference to others, particularly in matters of style, fashion, or mode of thought.
- **Intellectualism:** The doctrine that knowledge occurs through pure reason
- **Journalism:** The style of writing characteristic of material in periodical print publications and broadcast news media, consisting of direct presentation of facts or events with an attempt to minimize analysis or interpretation.
- **Manifesto:** A public declaration of principles, policies, or intentions, especially that of a political party.
- **Naturalism:** The doctrine that denies a strong separation between scientific and philosophic methodologies and topics.
- **Realism:** A concern for the fact or reality and rejection of the impractical and visionary.
- **Romanticism:** An artistic, literary, musical, and intellectual movement that originated in Europe toward the end of the 18th century. It was characterized by its emphasis on emotion and individualism as well as glorification of all the past and nature.
- **Satire:** A literary device of writing or art which principally ridicules its subject often as an intended means of provoking or preventing change.
- **Sentiment:** A general thought, feeling, or sense.
- **Surrealism:** An artistic movement and an aesthetic philosophy that aims for the liberation of the mind by emphasizing the critical and imaginative powers of the subconscious
- **Theme:** The theme of a work is the central idea that serves as the focus of the work.
- **Topic:** A topic is the primary subject of any literary work - it is the central idea around which any written work is arranged.
- **Transcendentalism:** A philosophical movement that developed in the late 1820s and 1830s that arose as a reaction to the general state of intellectualism and spirituality at that time.
- **Utopia:** A world in which everything works in perfect harmony, and everyone is equal.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do) :(10 minutes for Part A and 20 minutes for Part B)

Lesson A: Tell students they will be working on a lesson about understanding an author's meaning and tone.

Slide 1: **Objectives:** Review objectives. Check for understanding to ensure that students know exactly what they will be doing.

Slide 2: **Introduction:** Teacher will read or have a student read the information on slide 2 aloud. Teacher will explain how word choice influences the reader's perception of what the author is trying to say,

Vocabulary: Review each vocabulary word. Call on students to define each one in their own words. The teacher will explain further if needed.

Supplemental (Lesson A): Diction Video -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (5:21)

Lesson B: Tell students they will be working on a lesson about topic and theme.

Slide 1: Review objectives. Check for understanding to ensure that students know exactly what they will be doing.

Slide 2: Teacher will read introduction and discuss with students. Choose students to read aloud about topic and theme on Slide 2:

Vocabulary: Have students read each vocabulary word found on Slide 7. Call on individual students to identify the term after the teacher provides the definition.

Lesson Activities (We Do): (30 minutes)

Lesson A: Teacher and students will complete slides together as a group.

Slide 3: Factors Influencing Good Word Choice: Discuss factors that influence good word choice

Slide 4: Factors Influencing Good Word Choice Activity: Have students complete the activity individually and then discuss as a whole group.

Slide 5: The Tell Tale Heart: Teacher will explain the information on this slide to the students.

Slide 6: Video: The Tell Tale Heart Watch the video of the full story of “The Tell Tale Heart.”

Slide 7: Summary: The Tell Tale Heart: Discuss the summary on this slide. Complete the activity as a group.

Slide 8: Connotations and Denotations in The Tell Tale Heart: Have a student read the information on this slide aloud and discuss it with the group.

Slide 9: Impact of Word Choice on Meaning in the Tell Tale Heart: After students read the information on the slide, the teacher will check for understanding.

Slide 10: Impact of Word Choice on Tone in The Tell Tale Heart: Read and discuss how Poe creates imagery.

Slide 11 Effect of Descriptive Language in The Tell Tale Heart: Read and discuss the symbolism used in the story.

Slide 12: Effect of Descriptive Language in The Tell Tale Heart, (cont.: Have students read the information silently. When they are finished, the teacher will check for understanding.

Slide 13: Activity: The Tell Tale Heart Have the students complete the graphic organizer as a group.)

Supplemental (Lesson B): 1903: W.E.B. DuBois Pens the Souls of Black Folk Video -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (5:21)

Lesson Review: (20 minutes) Have students review the slides and their notes to prepare for the post test.

Lesson A:

Slide 14: Lesson Review: Discuss the highlights of the lesson as stated on this slide as a group.

Lesson B:

Slide 6: Lesson Review:(Discuss the highlights of the lesson as stated on this slide as a group.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review (5 minutes) Call on as many students as you can in the time allotted to tell the class what they learned from today’s lesson.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 3

Topic/Lesson Title & Grade Results #: Impact of Historical Events on Literary Texts Part 1 Lesson #3

Objective(s): Students will

- Understand the significance of historical events on literary texts.

Guiding Question(s):

- How do historical events impact literary texts?

TN Curriculum Standard(s): 11.RL.IKI.9 Demonstrate knowledge of and analyze thematically related texts of literary significance, considering how two or more texts treat similar themes or topics.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Brandish:** A shake or wave of a weapon.
- **Catechism:** An elementary book summarizing the principles of the Christian religion.
- **Clergyman:** A Christian minister.
- **Clinquefoil:** A plant belonging to the genus *Potentilla*, having yellow, red, or white five-petaled flowers.
- **Cognizance:** Awareness, realization, or knowledge.
- **Errand:** A short trip taken to complete an important task or mission.
- **Festoon:** A string or chain of flowers, foliage, or ribbon.
- **Visage:** A human face.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (15 minutes): Objectives: Share the objective of this lesson with the students on slide 1.

Slide 2: Pre-Reading Activity: Complete the pre reading activities about the 2 authors, Mather, and Hawthorne.

Vocabulary: Review the vocabulary words with the students as shown on slide 17

Lesson Activities: (We Do): (45 minutes)

Slide 3: Teacher will review the flow chart with students about understanding the setting of a story.

Slides 4 - 9: Understanding the Setting of the Story: Teacher will choose students to read each slide to the class. After each slide, discuss what each slide told them about the setting of the story.

Slide 10: Getting to Know the Themes in American Literature: The teacher and students will read this slide together and then discuss the moral struggle of good vs evil.

Slide 11: Setting of Young Goodman Brown: Discuss with students why the author chose this particular setting.

Slide 12: Character Portrayal: Have students tell you about the characters in the story and what they represent. They can use the information on this slide as a guide.

Slide 13: Activity: Young Goodman Brown: Do this activity together as a group.

Slide 14: Activity: Young Goodman Brown: Do this activity together as a group.

Slide 15 Drag N Drop Activity: Have students complete the drag and drop activity individually.

Supplemental: Historical Context of Young Goodman Brown -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (1:03) Show **Concepts of Sin, Guilt, and Moral Responsibility** video. (00:52)

Lesson Review: (15 minutes) Look at lesson review on **slide 16** together and discuss. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (15 minutes) Have each student tell you one thing they learned about setting today as their ticket out the door.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 4

Topic/Lesson Title & Grade Results #: Strategies to Comprehending Informational Text; Development of Central Ideas Over the Course of a Text Part 1, Lesson #4

Objective(s): Students will

Lesson A:

- Describe the various methods and strategies used to understand informational texts.
- Use various methods to comprehend information texts.

Lesson B:

- Identify two or more central ideas the author makes in the text.
- Determine how they build on one another to provide a complex analysis.
- Provide an objective summary of the text.

Guiding Question(s):

Lesson A:

- What methods and strategies can you use to help you better understand how to read informational texts?

Lesson B:

- How do you identify the central ideas in a text?
- How do central ideas intersect and build on one another?
- How do you create an objective summary?

TN Curriculum Standard(s): Lesson A: 11.RI.KID.1: Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

Lesson B: 11.RI.KID.2: Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Analysis:** Breaking a complex substance into smaller parts in order to study each.
- **Poaching:** To hunt animals without permission.
- **Prediction:** To indicate something in advance.
- **Refute:** To prove a given statement or an opinion is wrong.
- **Research:** A detailed study of a subject for unknown facts

Lesson B:

- **Abomination:** A thing that causes disgust or loathing
- **Acquainted:** Make someone aware of or familiar with.
- **Aridity:** A deficiency of moisture.
- **Consociated:** To bring into association.
- **Corporeal:** Physical body.
- **Cowed:** To submit to one's wishes by intimidation.
- **Culminating:** Growing toward something.
- **Gaucheries:** Awkward or unsophisticated ways.
- **Genial:** Friendly and cheerful
- **Guillotine:** A device used for beheading.
- **Humorist:** A humorous writer, performer, or artist.
- **Impassable:** Impossible to travel along or over.
- **Imperative:** Vital importance; crucial.
- **Mendicant:** Given to begging.
- **Misnomer:** A wrong or inaccurate name or designation.
- **Peremptory:** Insisting on immediate attention or obedience.
- **Potentates:** A monarch or ruler.
- **Prerogative:** A right or privilege exclusive to a particular individual or class.
- **Reconnoitering:** Make a military observation of (a region).
- **Reprobate:** Express or feel disapproval.
- **Soirées:** An evening party or gathering
- **Tavern:** An unprincipled person.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) for Lesson A and (10 minutes) for Lesson B

Lesson A: Objectives: State the objectives on **slide 1** so students will understand what today's lesson is about.

Slide 2: Teacher or student can read this information out loud. Teacher will check to make sure students understand the strategies and how to use them.

Vocabulary; Lesson A Slide 10: Read the vocabulary words out loud and have the students rephrase the definitions in their own words to ascertain whether they understand the meanings.

Lesson B: State the objectives on **slide 1** so students will understand what today's lesson is about.

Slide 2: Strategies to Understand Informational Texts: Explain the central ideas of a text as stated on this slide, Watch the video together and discuss.

Vocabulary, Lesson B

Slide 14: Lesson Vocabulary Go to this slide and go over each of the words and definitions with students and have them rephrase the definitions in their own words to ensure understanding.

Lesson Activities (We Do):

Lesson A: (10 minutes)

Slide 3: Activity: Strategies to Understand Informational Texts: Teacher or a student should read the selection aloud on this slide. Without looking at the bottom, have students point out what helped them understand this text. Then review the points at the bottom of the page in case they missed any.

Slide: Strategies to Understand Informational Texts, cont.: Have a student volunteer to read the information on this slide aloud. Answer any questions that may arise from this information.

Slide 5: Did You Know Activity: Click on the article and read it together. Have students complete the activity on their own. Discuss.

Slide 6: Strategies to Understand Informational Texts, cont.: Read and discuss

Slide 7: Did You Know Activity: Do the “Did You Know” activity as a group

Slide 8: Drag and Drop Activity: Have students do the drag and drop activity on their own. Check for understanding.

Lesson B: (45 minutes)

Slide 3: Analyzing “Society and Solitude”: Read and discuss with the group the information on this slide.

Slide 4: Video: Central Idea: Watch the video about identifying the central idea.

Slide 5: Solitude of the Individual: Choose students to read this information aloud. Do the activity together.

Slide 6: Dependence and Overall Progress: Choose students to read this information aloud. Discuss.

Slide 7: Creating an Objective Summary: Have a student read the information aloud and discuss. Show video.

Slide 8: Activity: Complete this activity together as a group.

Slide 9: Let Us Practice: Read the explanation about the article.

Slide 10: Let Us Practice: Do this activity as a group

Lesson Review: (15 minutes)

Lesson A:

Slide 9: Review the information contained on this slide. Have students review the slides and their notes to prepare for the posttest.

Part B:

Slide 11: Wrap Up: Go over the flow chart with students to ensure understanding.

Slide 12: Suggested Reading: Students will not have time to complete these suggested reading assignments in class, so skip this one.

Slide 13: Lesson Review: Review these main points in preparation for the posttest.

Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (5 minutes) Call on several students to share what they learned about finding the central idea.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 5

Topic/Lesson Title & Grade Results #: Analysis of Words and Phrases in a Text, Part 1, Lesson 5

Objective(s): Students will

- Determine the technical, connotative, and figurative meanings of words in a text.
- Explain how an author's choice of words and/or use of figurative or connotative meanings contribute to the tone and meaning of a text.
- Identify words and phrases that are used repeatedly within the text and explain how the meaning changes over the course of the text.

Guiding Question(s):

- How do I identify the words as connotative, technical, or figurative?
- How do words help you identify different tones used in different sentences?
- How do you think repetition of words accentuates its meaning?

TN Curriculum Standard(s): 11. RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Annihilation:** The state or fact of being completely destroyed or obliterated.
- **Antithesis:** A person or thing that is the direct opposite of someone or something else.
- **Apportion:** To make a proportionate division or distribution of.
- **Assimilate:** To take into the mind and thoroughly understand.
- **Confederacy:** The body formed by persons, states, or nations united by a league.
- **Convulsion:** A violent disturbance.
- **Curtail:** To make less by or as if by cutting off or away some part.
- **Declaim:** To speak rhetorically.
- **Devolve:** To pass by transmission or succession.
- **Disarray:** A lack of order or sequence.
- **Effectual:** Producing or able to produce a desired effect.
- **Expedient:** Something done or used to achieve a particular end usually quickly or temporarily; an expedient action or solution.
- **Faction:** A party or group that is often contentious or self-seeking.
- **Federalist:** An advocate of federalism.
- **Hubris:** Exaggerated pride or self-confidence.

- **Inducement:** Matter presented by way of introduction or background to explain the principal allegations of a legal cause, plea, or defense.
- **Insuperable:** Incapable of being surmounted, overcome, passed over, or solved.
- **Legislature:** An organized body having the authority to make laws for a political unit.
- **Loom:** To take shape as an impending occurrence.
- **Malady:** An unwholesome or disordered condition.
- **Preeminence:** The quality or state of being preeminent.
- **Ratification:** The act or process of ratifying something.
- **Rebuttal:** To contradict or oppose by formal legal argument, plea, or countervailing proof.
- **Sect:** A group adhering to a distinctive doctrine or to a leader.
- **Squabble:** To quarrel noisily and usually over petty matters.
- **Taint:** To touch or affect slightly with something bad.
- **Virtuous:** Morally excellent, righteous.
- **Zeal:** Eagerness and ardent interest in the pursuit of something.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (25 minutes) Read the objectives on **slide 1**.

Slide 2: Introduction: Read the paragraph at the top of the page aloud. Have students watch the video and then discuss as a group.

Vocabulary: Have students take turns reading the words and definitions found on **slide 18** aloud. After the student reads the definition, have them explain the meaning in their own words to the group.

Lesson Activities (We Do): (45 minutes)

Slide 3: Understanding Words and Phrases and Their Figurative, Connotative and Technical Meanings: Have students read the first 3 paragraphs silently. Go over the examples together as a group. Have students come up with examples not listed here as well.

Slide 4: Importance of Connotative vs. Denotative Meaning: Watch the video together and discuss.

Slide 5: The Federal Paper 10: Have students listen to the audio version of The Federalist Papers. (18 minutes)

Slide 6: The Federal Paper 10, Text Analysis 1: Read text 1 aloud and have students analyze the text based on what they have learned in this lesson. They can use the analysis here as a guide.

Slide 7: The Federal Paper 10, Text Analysis 2: Read text 2 aloud and have students analyze the text based on what they have learned in this lesson. They can use the analysis here as a guide.

Slide 8: The Federal Paper 10, Text Analysis 3: Read text 3 aloud and have students analyze the text based on what they have learned in this lesson. They can use the analysis here as a guide.

Slide 9: The Federal Paper 10, Summary of the Text: The teacher will read the paragraph at the top aloud. Complete the activities as a group.

Slide 10: Activity: Have students do the drop and drag activity on their own for practice.

Supplemental: The Debate Over Ratification: The Federalist Papers -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (2:17)

Lesson Review: (10 minutes)

Slide 11: Wrap Up: Teacher will explain the flow chart as part of the lesson review.

Slide 12: Lesson Review: Have students read each of the points and discuss.

Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (5 minutes) Ask students if they have any questions about anything learned in the lesson today.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 6

Topic/Lesson Title & Grade Results #: Using Information Sources on Frederick Douglass, Part 1, Lesson #6

Objectives: The student will

Lesson A:

- Identify different sources of functional materials.
- Interpret functional materials accurately.

Lesson B:

- Comprehend nonfiction texts.
- Test your reading skills by looking for textual evidence.

Guiding Question(s):

- How will you identify sources in functional materials and be able to interpret them accurately?
- How will you approach reading nonfiction texts to ensure comprehension?

TN Curriculum Standard(s): 11.RI.IKI.7 Evaluate the topic or subject in multiple diverse formats and media.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Axes:** Any of various central structures, such as the spinal column, or standard abstract lines used as a positional referent.
- **Functional materials:** Functional materials are informational texts that help the reader to navigate through a text and to understand its context by providing additional information.
- **Official documentation:** These are excellent sources to obtain detailed information about specific issues such as governments, organizations, and companies.
- **Specialized documentation:** Documents that are created for a specific audience such as librarians, physicians, or computer specialists.
- **Variable:** An expression that can be assigned any of a set of values.

Supplemental (Lesson A): Evaluating Sources -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (21:04)

Lesson B:

- **Authentic:** Genuine.
- **Intimation:** Indication.
- **Gratification:** A source of pleasure.

- **Privilege:** A special right
- **Profane:** not respectful

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) Lesson A: Review the objectives on **slide 1**. Under lesson A, you will find a supplemental video. Watch video together to introduce the lesson and discuss.

Vocabulary: Call on individual students to give you a sentence with each word to ensure understanding.

Lesson B: (I Do) (5 minutes) Review the objectives on **slide 1**.

Vocabulary: Review words and definitions

Lesson Activities (We Do) (40 minutes)

Lesson A: (there is a lot of information on these slides. Encourage students to take notes)

Slide 2: What Are Functional Materials: Choose a student to read the information on this slide out loud. Discuss the information and check for understanding.

Slide 3: Informational Text Features: Read aloud and then discuss the information given on this slide. Have students give other examples.

Slide 4: Reference Information: Read aloud and discuss the reference information on this slide.

Slide 5: Evaluating Informational Sources: Read the first paragraph under evaluating informational sources. Then choose students to explain each of the topics listed in their own words to ensure understanding.

Slide 6: Using Informational Sources to Follow Directions: Read aloud and discuss the information on this slide about interpreting a newspaper.

Slide 7: How to Interpret a Map and a Transportation Schedule: Read aloud together with students. As a group, click on the map and have students locate the information they learned from this slide.

Slide 8: How to Interpret Brochure and Graphs: Read and discuss the information on this slide about interpreting brochures and graphs.

Slide 9: How to Interpret Charts and Diagrams: Read and discuss the information on this slide about interpreting charts, diagrams, and pictures.

Slide 10: Drag N Drop Activity: Have students do the drag and drop activity individually and then discuss their answers as a group.

Lesson B: (15 minutes)

Slide 2: Narrative of the Life of Frederick Douglass, An American Slave: Read the narrative about Frederick Douglas as a group. Have students identify elements found in this article that they learned in Part A.

Slide 3: Activity Lesson: Do drop and drag activity as a group.

Supplemental (Lesson B): Flocabulary: Point of View -- Show the supplemental video contained in this lesson. Have students discuss ideas and concepts related to the video. (3:08)

Lesson Review: (10 minutes) Have students review the slides and their notes to prepare for the posttest.

Part A: Slide 11. Lesson Review: Discuss the lesson review on this slide with the students.

Part B: Slide 4: Vocabulary: Review vocabulary

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review (5 minutes) Have each student tell you one thing they learned from today's lesson.

Summer School Lesson Plan

Subject/Grade: English 11

Day 7

Topic/Lesson Title & Grade Results # Analyze a Stated Argument, Part 1, Lesson #7

Objective(s): Students will

- Discuss the logical dependability of the author's argument.
- Determine whether the reasoning is valid and sufficient.

Guiding Question(s):

- How will you determine the dependability of the author's argument?
- How will you determine if the author's reasoning is valid?

TN Curriculum Standard(s) **11. RI.CS.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Assumption:** Something that is taken for granted; information that the author thinks the audience already knows.
- **Dependability:** Worthy of trust; reliable.
- **Evidence:** Something that tends to prove or disprove something; makes something clear.
- **Explicit reasoning:** A statement that directly links the cause and effect.
- **Fallacy:** A deceptive or false claim; misleading or unsound argument.
- **Implicit reasoning:** The logical principles that connect the explicit reasoning to the claim and the cultural principles and values that connect the explicit reasoning to the claim.
- **Majority:** The choice with the most in number; most popular.
- **Minority:** The choice that is least common; least popular.
- **Premise:** Evidence presented in an argument.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do) (15 minutes) Review the objectives with the students that are listed on **Slide 1**.

Slide 2: Introduction: Read and discuss the information on this slide about analyzing an argument.

Slide 10: Vocabulary Have the students take turns giving you a sentence containing each of the vocabulary words.

Lesson Activities (We Do) (50 minutes)

Slide 3: Analysis of Argument: Choose students to read the information aloud and discuss. Have students develop other examples besides the ones shown.

Slide 4: Activity-Argument: Do the activity together as a group.

Slide 5: Reasoning: Read and discuss the difference between implicit and explicit reasoning. Be sure students understand fallacy. Go over the examples given, and have students come up with some of their own.

Slide 6: Steps to Evaluate and Analyze an Article: Have the students read the essay to themselves. Call on individuals to identify examples of implicit and explicit reasoning. Compare their answers with those listed on the bottom of the page. Have students suggest other arguments and give examples to support their reasoning that are both implicit and explicit. (Example: Why parents don't like their style of music)

Slide 7: Activity-Analyze an Argument: Do this activity together as a group.

Slide 8: Drag N Drop: Have students complete the drop and drag activity individually.

Lesson Review: (10 minutes) Have students review their slides and their notes to prepare for the posttest.

Slide 9: Lesson Review: State the information listed on this slide to help students prepare for the posttest.

Independent Work – Posttest / Notes Review Slide 10: (They Do) (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (10 minutes) As their ticket out the door, have students give you an example of implicit or explicit reasoning, or give you a common fallacy.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 8

Topic/Lesson Title & Grade Results #: Analyze Point of View, Part 1, Lesson 8

Objective(s): Students will

- Define point of view.
- Analyze various viewpoints in texts.
- Explain an author's preference for using a particular point of view.

Guiding Question(s):

- How will I determine the author's point of view in text?
- Why does an author use a particular point of view?

TN Curriculum Standard(s):11. RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms

- **Brougham:** A four-wheeled, horse-drawn carriage with an open driver's seat.
- **Confront:** To face or deal with a difficult situation.
- **Curtly:** In a rude or abrupt manner.
- **Frivolous:** Carefree; not serious.
- **Generic:** Non-specific; general.
- **Grotesque:** Strange or unnatural in appearance.
- **Indiscreet:** Imprudent; quick to reveal matters that should remain private.
- **Preliminary:** Denoting a step in preparation for a fuller or more significant matter.
- **Reproachful:** In a disapproving manner.
- **Resolute:** Determined in action or ideas.
- **Scruple:** A sense of doubt or hesitation about moral propriety over a pending action.
- **Sepulcher:** A stone tomb.
- **Shriveled:** Shrunken and wrinkled due to dryness
- **Sober:** Calm; serious.
- **Squander:** To spend recklessly or with abandon.
- **Trowel:** A hand tool with a metal blade joined to a handle used either for garden tasks or plastering.
- **Vestige:** A trace of something that existed in the past but not now.
- **Waif:** An orphan; an abandoned child or animal.
- **Whimper:** A weak or soft cry.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do) (10 minutes): State the objectives listed on **slide 1**.

Slide 2: Introduction: Share the information with the students contained in **this slide**. Have a student point out what the cartoon says about point of view. Have students give examples of the 3 points of view listed on this slide.

Slide 10: Lesson Vocabulary Words: Read each word and definition aloud. Encourage students to raise their hands if they need more information to understand the meaning of the words.

Lesson Activities (We Do): (45 minutes)

Slide 3: First Person Point of View: Discuss first person point of view as outlined on the slide. Have students read the selection. Without looking at the bottom of the page, have them point out statements that let them know this story is written from the first-person point of view. Then scroll down and see if they missed any.

Slide 4: Second Person Point of View: Discuss second person point of view as outlined on the slide. Have students read the selection. Without looking at the bottom of the page, have them point out statements that let them know this story is written from the first-person point of view. Then scroll down and see if they missed any.

Slide 5: Third Person Point of View: Discuss third person point of view as outlined on the slide. Have students read the selection. Without looking at the bottom of the page, have them point out statements that let them know this story is written from the first-person point of view. Then scroll down and see if they missed any.

Slide 6: Third Person Limited: Discuss third person limited point of view as outlined on the slide. Have students read the selection. Without looking at the bottom of the page, have them point out statements that let them know this story is written from the first-person point of view. Then scroll down and see if they missed any.

Slide 7: Third Person Omniscient: Discuss first person point of view as outlined on the slide. Have students read the selection. Without looking at the bottom of the page, have them point out statements that let them know this story is written from the first-person point of view. Then scroll down and see if they missed any.

Slide 8: Drop and Drag: Have students do the drag and drop activity on their own.

Flocabulary: Show this supplemental video to further illustrate the concepts taught in this lesson.

Lesson Review/Independent Work – Posttest / Notes Review (They Do): (20 minutes) Have students review their slides and their notes to prepare for the posttest. Review the information on **slide 9, Lesson Review**.

Independent Work – Posttest / Notes Review: (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (10 minutes:) As their ticket out the door, have each student give you an example of one of the points of view.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 9

Topic/Lesson Title & Grade Results #: The Writing Process, Part 1; Lesson 9

Objective(s): Students will

- Identify the audience and purpose of writing, along with their expectations concerning style and tone.
- Develop and strengthen writing by engaging in the writing process.

Guiding Question(s):

- How do you identify and develop the purpose in writing?
- How will the student plan to write differently after completing this lesson?

TN Curriculum Standard(s): **11.W.PDW.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **11.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Axes:** Any of various central structures, such as the spinal column, or standard abstract lines used as a positional referent.
- **Functional materials:** Functional materials are informational texts that help the reader to navigate through a text and to understand its context by providing additional information.
- **Official documentation:** These are excellent sources to obtain detailed information about specific issues such as governments, organizations, and companies.
- **Specialized documentation:** Documents that are created for a specific audience such as librarians, physicians, or computer specialists.
- **Variable:** An expression that can be assigned any of a set of values.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes)

Slide 1: Review the objectives with the students that are listed on

Slide 2: Writing Process: Read the paragraph aloud and discuss. Then show video from this slide about the writing process and discuss the key points as stated in the video.

Slide 24: Vocabulary: Call on different students to read each vocabulary word aloud and put the definition into their own words.

Lesson Activities (We Do): (55 minutes)

Slide 3: Writing Process; Planning: The teacher will read paragraph by paragraph and then call on a student to summarize key points in each paragraph. Students should take notes to review for the posttest.

Slide 4: Writing Process; Drafting: The teacher will read paragraph by paragraph and then call on a student to summarize key points in each paragraph. Students should take notes to review for the posttest.

Slide 5: Video: Developing Writing Fluency: Watch the video together as a group and discuss key points with the students.

Slide 6: Editing: The teacher will read paragraph by paragraph and then call on a student to summarize key points in each paragraph. Do the examples together. Students should take notes to review for the posttest.

Slide 7: Video: Clear, Concise Writing: Show the video about clear and concise writing. Discuss key points as a group.

Slide 8: Editing; Check for Parallel Structure: Explain to the students what parallel structure is. Review the examples together as a group.

Slide 9: Video; Parallel Structure: Watch the video explaining parallel structure. Call on a student to summarize the information in the video to check for understanding of what parallel structure is in writing.

Slide 10: Editing; Check for Run On Sentences: Read and explain the information about run on sentences and fragments to the class.

Slide 11: Video; Fragments and Run-Ons: Watch the video together and discuss key points about fragments and run on sentences as they relate to editing writing.

Slide 12: Editing; Check for Verb Tenses: Review this information and have the students take notes. Watch the video on **slide 13** to reinforce the information on the slide.

Slides 14 – 17: Writing Conventions and Types of Sentences: These slides all relate to the grammatical components of writing. Review with students to ensure understanding.

Slides 18 & 19: Revision, Style, and Tone, Audience Specific: Only do slide 18 if time permits. On slide 19, share the information at the top of the page with the students. Skip the examples as they will do an activity relating to this on the next slide.

Slide 20: Providing a New Approach to Writing: The teacher will summarize the information at the top of this page. Have students complete the activity individually to check for understanding.

Slide 21: Let Us Practice: Do the activity together as a group.

Slide 22: Wrap Up: Review this information with the students to sum up the lesson.

Lesson Review: (10 minutes) Share the information on **Slide #23(Lesson Review)** to guide students in preparing for the posttest. Have students review their slides and their notes to prepare for the posttest.

Independent Work – Posttest / Notes Review (They Do): 30 minutes Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (10 minutes) There was a lot of information in this lesson. Just ask students if they need more clarity on a particular point and use this time for those explanations.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for the final posttest.
- Final Post-test will open. All students must complete the final Post-Test.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do):

Identify the purpose of the course.

Connect the course to missing or future coursework and Post-test.

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

While students are working on independent work, teachers can:

- Validate all posttests are completed.
- Update and resolve any discrepancies in Parent Contact Logs and Communication Notes.
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address.

Closing/Wrap Up: There was a lot of information in Part I. Just ask students if they need more clarity on a particular point and use this time for those explanations.

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: English 11

Day: 11

Topic/Lesson Title & Grade Results #: Lesson #1 Essay Structure

Objectives: Students will

- Analyze writing prompts to identify task, purpose, and audience.
- Select an organizational structure that is appropriate to task, audience, and purpose.
- Follow academic writing style when writing an academic essay.

Guiding Question(s): What should I look for in a writing prompt to organize and develop my writing?

TN Curriculum Standard(s): **11.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Chronological:** Presented in the order in which the events occur.
- **Coherent:** Logically consistent.
- **Diction:** Choice of words to fit their context.
- **Spatial:** Relating to space.
- **Syntax:** The ordering of and relationship between the words and other structural elements in phrases and sentences.
- **Penury:** Absence of resource.
- **Evocative:** Developing.
- **Plausible:** Worthy of being applauded or praiseworthy.
- **Culmination:** Attainment of the highest level in glory.
- **Melancholic:** One affected with a gloomy state of mind.
- **Whimsical:** Odd or fantastic in appearance.
- **Exemplification:** A showing or illustrating by example.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Introduction: Discuss with students seven ways to develop a paragraph: sequence/chronological, cause/effect, problem/solution, compare/contrast, spatial, order of importance, and description. Students will record main ideas in their notebooks.

Slide 3: Video: Purpose of Academic Writing: Show students a video that explains the purpose of academic writing. Students will record main ideas in their notebooks.

Lesson Activities (We Do): (55 minutes)

As a whole group, complete the Practice Activities. Discuss.

Slide 4: Sequence/Chronological: Discuss sequence/chronological order with students. Students will record main ideas in their notebooks and complete the activity at the end of the slide: Which type of writing involves chronological method?

Slide 5: Cause and Effect: Discuss cause and effect with students. Students will record main ideas in their notebooks and complete the activity at the end of the slide: What would be a cause for a road accident?

Slide 6: Problem and Solution: Discuss problem and solution with students. Students will record main ideas in their notebooks.

Slide 7: Compare and Contrast: Discuss compare and contrast with students. Students will record main ideas in their notebooks.

Slide 8: Spatial Order: Discuss spatial order with students. Students will record main ideas in their notebooks and complete the activity at the end of the slide: Write any three details to focus on before buying a gadget.

Slide 9: Order of Importance: Discuss order of importance with students. Students will record main ideas in their notebooks and complete the activity at the end of the slide: When can the order of importance change for a topic?

Slide 10: Description: Discuss description with students. Students will record main ideas in their notebooks and complete the activity at the end of the slide: What are the factors to focus on when describing a thing?

Slide 11: Types of Writing Tasks: Discuss types of writing tasks. Students will record main ideas in their notebooks.

Slide 12: Audience: Discuss types of audiences: academic audience, children, and adults.

Slide 13: Video: Audience: Show students video explaining the significance of knowing your audience before drafting your writing.

Slide 14: Purpose: Discuss four purposes of writing: expository, persuasive, narrative, and descriptive. Students will record main ideas in their notebooks and complete the activity at the end of the slide: What would be the purpose of writing about a product?

Slide 15: Avoid Slang, Abbreviations, and Text Messages in Academic Writing: Discuss with students avoiding slang, abbreviations, and texting language in academic writing.

Slide 16: Clear and Coherent Style of Writing: Discuss clear and coherent style in writing created through diction, syntax, tone, and mood.

Slide 17: Clarity: Discuss how to create clarity in writing. Students will record main ideas in their notebooks and complete the activity at the end of the slide: What is an argument? How does it differ from a discussion?

Slide 18: Video, Coherent Argument: Show students a video that explains how to write a coherent argument.

Slide 19: Let Us Practice: Tell students to look at the poster on the slide and answer the three activity questions.

Slide 20: DO NOT READ the nine-page essay. Only read the analysis on the slide and complete Activity 1 and Activity 2.

Lesson Review: (15 minutes)

Slide 22: Wrap Up: Tell students to record the charts in their notes on paragraph development and style of writing.

Slide 23: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 24: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q&A after the posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 12

Topic/Lesson Title & Grade Results #: Lesson #2 Argumentative Writing,

Objective(s): Students will

- Describe the principles of crafting an argumentative essay.
- Examine the components that strengthen an argument in academic writing.
- Demonstrate your ability to use technology to produce writing products.
- Demonstrate your ability to use constructive criticism to enhance your writing.

Guiding Question(s):

- What are the principles of crafting an argumentative essay?
- How is technology used to produce effective writing products?
-

TN Curriculum Standard(s): 11.W.TTP.1a Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Academic argument:** A reasoned approach to issues.
- **Claim:** An assertion of something as a fact.
- **Deductive reasoning:** A process that aims to prove its conclusion by making its scope limited or confined.
- **Evidence:** Something that tends to prove or disprove something.
- **Inductive reasoning:** An open-ended process in which the conclusion one reaches is always based on probability.
- **Inference:** A conclusion based on inductive reasoning.
- **Rhetorical triangle:** Aristotle's three appeals of logos, pathos, and ethos, which correspond to three human characteristics: reason, emotion, and perception of character.
- **Warrants:** The general assumptions, principles, and commonly accepted beliefs that are the basis for an argument. Warrants link evidence to the claims of an argument.
- **Ethos:** Ethical appeal, which involves persuasion by the character involved.
- **Logos:** Argument used to convince or persuade the targeted audience by employing reason or logic.
- **Pathos:** A method of convincing people with an argument drawn out through an emotional response.

Lesson B:

- **Argument:** A statement or idea used to support a stance on a topic.
- **Bias:** Taking a rigid stance for or against a topic.
- **Bibliography:** A detailed list of citations used in an essay.
- **Brainstorming:** A form of prewriting in which a writer discovers and organizes new ideas on his/her topic.
- **Collaboration:** Working with others to produce a written work through criticism, feedback, and revision.
- **Criticism:** A detailed examination of a written, stated, or otherwise recorded work.
- **Feedback:** A statement of critique for the purpose of cooperation and collaboration.
- **Hanging indent:** An indentation of the second line of a citation.
- **Parenthetical documentation:** A means of giving credit to an author in the body of an essay.
- **Publishing:** The act of releasing a written work for others to read, critique, and provide feedback.
- **Thesis statement:** A clear, concise statement of the topic or argument of an essay.

Attendance in PowerSchool (5 minutes)

Lesson A Introduction (I Do): (5 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Introduction: Discuss what an academic argument is. Students will record main ideas in their notebooks.

Lesson A Activities (We Do): (25 minutes)

As a whole group, complete the Practice Activities. Discuss.

Slide 3: Practice Exploring and Articulating Ideas in Four Parts: Tell students to practice exploring ideas on a topic using the idea of banning soda in schools.

Slide 4: Practice Exploring and Articulating Ideas in Four Parts, cont.: Tell students to continue exploring ideas on the topic of banning soda in schools by researching the topic in parts III and IV on the slide.

Slide 5: Organizing a Research Based Argumentative Essay: Discuss with students how to organize a research-based argumentative essay by focusing on claim, subject, and purpose. Students will record main ideas in their notebooks.

Slide 6: Argument and Counterargument: Discuss with students how to support a claim in an argumentative essay: ethos, logos, and pathos. Also discuss including counterclaims. Students will record main ideas in their notebooks.

Slide 7: Questions to Help You Plan Your Argumentative Essay: Tell students to record the seven questions to help plan an argumentative essay in their notebooks.

Slide 8: Argument Outline: Discuss an outline of an argumentative essay to help students write an effective essay. Students will record main ideas in their notebooks.

Slide 9: Drag and Drop: Students will complete Drag N Drop activity over Lesson Vocabulary to review for the posttest.

Supplemental: The Philosophy of Non-Violence: Martin Luther King Video (13:23)

Lesson A Review: (5 minutes)

Slide 10: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 11: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Lesson B Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Introduction: Discuss with students the elements of an argumentative essay and tell them to choose a topic for an essay from the list on the slide.

Lesson Activities B (We Do): (30 minutes) As a whole group, complete the Practice Activities. Discuss.

Slide 3: Brainstorming: Discuss brainstorming to create and organize thoughts before writing. Tell students to create a thesis statement and three points to support their argument. Look at the chart at the bottom of the slide as an example.

Slide 4: Brainstorming, cont.: Tell students to continue brainstorming about the three points to support the arguments. Tell students to create three examples for each point of support.

Slide 5: Research: Tell students that they will be using an internet search engine to find research on their argumentative essay topic.

Slide 6: Research, cont.: Discuss with students how to choose appropriate sites for research to avoid bias. Tell them to use nationally known sites like news agencies or educational sites like universities. Give students about 20 minutes to locate a source for their topic.

Slide 7: Prewriting: Discuss the prewriting stage of the writing process: outline and rough draft. Give students about 25 minutes to type/write their outline and rough draft.

Slide 8: The Final Draft: Tell students to write a five-paragraph final draft of their argumentative essay.

Slide 9: Activity; Using Technology: Students will complete the Drag N Drop activity on the writing process.

Lesson B Review: (5 minutes)

Slide 10: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 11: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q&A after the posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 13

Topic/Lesson Title & Grade Results #: Lesson #3 Use of Transitions in Expository Writing

Objective(s): Students will

Lesson A

- Demonstrate understanding of the elements of an informative/explanatory text.
- Demonstrate ability to create an informative/explanatory text.
- Create information organization diagrams for the purpose of writing an informative/explanatory text.

Lesson B

- Define transitional words.
- Demonstrate a fluent use of transitional words in a variety of texts.
- Analyze the use of figurative words of the topic accordingly.

Guiding Question(s):

Lesson A

- What are the elements of an informative/explanatory text?

Lesson B

- What is the function of transitional words in writing?

TN Curriculum Standard(s):

Lesson A 11.W.TTP.2a Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

Lesson B 11.W.TTP.2a Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

Lesson A:

- **Agenda:** An ideological plan.
- **Bias:** Unreasoned judgment.
- **Bibliography:** A detailed list of citations used in an essay.
- **Brainstorming:** A form of prewriting in which a writer discovers and organizes new ideas on his/her topic.
- **Component:** A part or element of a larger whole.
- **Conclusion:** The end or finish of a process.
- **Effective:** Successful in producing a desired or intended result.
- **Elaborate:** Involving many parts or details.
- **Element:** A part of something essential.
- **Hanging indent:** An indentation of the second line of a citation.
- **Impact:** The force
- **Impact:** The force made by a new idea.
- **Informative/explanatory essay:** An essay written to inform or educate your readers about your topic.
- **Legitimate:** The state of exactness.
- **Parenthetical documentation:** A means of giving credit to an author in the body of an essay.
- **Repetition:** Occurs when something is repeated more than once.
- **Thesis statement:** A clear, concise statement of the topic or argument of an essay.
- **Topic:** A topic is the primary subject of any literary work - it is the central idea around which any written work is arranged.
- **Validity:** The state or quality of being true.

Lesson B:

- **Comparison:** Comparison is the process of finding out the similarities.
- **Contrast:** To contrast is to find out the differences.
- **Sequence:** A following of one thing after another; succession.
- **Summarize:** To give a brief statement of the main points.
- **Transition:** Changing from one state or condition to another.

Attendance in PowerSchool (5 minutes)

Lesson A Introduction (I Do): (5 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Introduction: Discuss with students the definition of an informative/explanatory essay. **DO NOT** read the entire text of The Prince. The students will only need to read the excerpts on the following slides to do well on the posttest.

Lesson A Activities (We Do): (20 minutes)

On all slides, you can either read the text aloud or play the audio on the bottom of the screen. Discuss obtaining a topic and creating a thesis statement with students. Tell students to record the main ideas in their notebooks.

Slide 3: Topic: Discuss obtaining a topic and creating a thesis statement with students. Tell students to record the main ideas in their notebooks.

Slide 4: Brainstorming: Discuss brainstorming with students to help them create a thesis statement that includes three points to support their arguments.

Slide 5: Brainstorming the Important Points: Tell students to record the brainstorming chart on the slide that includes the supporting details for each claim that supports the thesis.

Slide 6: Research: Discuss with students how to conduct reliable and relevant research using online resources.

Slide 7: Bibliography: Discuss with students how to create a bibliography and an effective conclusion.

Slide 8: Elements an Effective Conclusion: Discuss the elements of an effective conclusion, including a transitional word or phrase and the restatement of the thesis.

Slide 9: Elements an Effective Conclusion, cont.: Continue discussing the elements of an effective conclusion, including summarizing the main points and ending with an impact sentence.

Slide 10: Drop and Drag: Tell students to complete the Drag N Drop activity over the Lesson Vocabulary words.

Lesson B Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Transitions: Discuss with students how using transitional words and phrases brings unity to writing.

Lesson Activities (We Do) (25 minutes)

Lesson B: As a whole group, complete the Practice Activities. Discuss.

Slide 3: Transitional Words and Phrases: Discuss with students three types of transitions: to show sequence, to show cause and effect, and to show an example.

Slide 4: Transitional Words and Phrases, Cont.: Discuss with students three types of transitions: to show comparison or contrast, to show time or location, or to summarize ideas.

Slide 5: Simile and Metaphor: Discuss with students two types of figurative language: similes and metaphors. Students will record main ideas in their notebooks.

Slide 6: Activity: Transitional Words and Phrases: Tell students to complete the three activities on this slide in their notebooks.

Slide 7: Activity: Metaphor and Simile Tell students to complete the matching activity with the five slides on metaphors and similes.

Slide 8: Drag and Drop Activity: Tell students to complete the Drag N Drop activity over the Lesson Vocabulary words

Supplemental (Lesson B): Show the video on Use of Transitions (2:11), and What are Transitions? (4:00)

Lesson A Review: (10 minutes)

Slide 11: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 12: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Lesson B Review: (10 minutes)

Slide 9: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 10: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They DO): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q&A after the posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 14

Topic/Lesson Title & Grade Results #: Lesson #4 Narrative Writing

Objective(s): Students will

- Define narrative writing.
- Detail the steps in narrative writing.
- Understand the types of narrative writing.

Guiding Question(s):

- What are the steps to create narrative writing?

TN Curriculum Standard(s): **11.W.TTP.3, 11.W.TTP.3a** Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Exaggeration:** An overstatement of something.
- **Deceitful:** Behaving in a dishonest way manner.
- **Supernatural:** Events, forces, or powers that cannot be explained by the laws of science and that seem to involve gods or magic.
- **Trait:** A particular quality in someone's personality.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (20 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Narrative Writing; Writing to Tell a Story: Discuss with students narrative writing and its three main sections: beginning, middle, and end. Students will record main ideas in their notebooks.

Lesson Activities (We Do): (45 minutes)

Slide 3: Fictional Writing: Discuss with the students what fictional narrative writing is. Students will record main ideas in their notebooks. **Slide 4: Writing Narrative Nonfiction:** Discuss with the group narrative nonfiction (biographical writing). Students will record main ideas in their notebooks.

Slide 5: Writing a Personal Narrative: Discuss with the group personal narratives. Students will record main ideas in their notebooks.

Slide 6: Explanatory or Informative Writing: Discuss with the group explanatory or informative writing. Students will record main ideas in their notebooks.

Slide 7: Descriptive Writing: Discuss with the group descriptive writing. Students will record main ideas in their notebooks.

Slide 8: Drag and Drop Activity: Tell students to complete the Drag N Drop activity on the four types of narrative writing.

Supplemental: Show students video on Creative and Narrative Writing (22:48)

Lesson Review: (15 minutes)

Slide 9: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 10: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review (5 minutes): Q & A after posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 15

Topic/Lesson Title & Grade Results #: Lesson #6 Group Discussion and Oral Presentation

Objective(s): Students will

- Describe the elements that make up a speech.
- Discuss the steps to writing and delivering an effective, informative speech.
- Describe the appropriate eye contact, body movements and voice register for audience engagement.
- Use effective listening skills.

Guiding Question(s):

- What are the steps to write and deliver an effective informative speech?

TN Curriculum Standard(s): 11.SL.CC.1, CC.2, CC.3, 11.SL.PKI.4, PKI.5, PKI.6 *Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.*Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.*Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.*Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.*Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.*Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Brainstorm:** The act of gathering information on a topic.
- **Credible:** Trustworthy.
- **Dyadic:** A type of communication between two people.
- **Ethics:** A system of moral principles.
- **Persuade:** To convince others on your opinion.
- **Thesis statement:** A single declarative sentence that serves as the theme or central idea of your presentation.
- **Transitions:** Words or phrases that enable a smooth flow between ideas.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Why Study Oral Presentation? Discuss with students why they should study oral presentations. Tell students to record in their notebooks the seven elements of communication: source, receiver, message, shared meaning, context, goal, and outcome.

Lesson Activities (We Do): (55 minutes)

As a whole group, complete the Practice Activities. Discuss.

Slide 3: Writing Skills: Discuss with students the importance of writing skills in public speaking. Tell students to record main ideas in their notebooks and complete the activity at the end of the slide.

Slide 4: Preparing an Oral Presentation: Discuss the 10 steps to creating a speech. Tell students to record main ideas in their notebooks.

Slide 5: Select a Topic and Purpose: Discuss with students the importance of selecting a topic, creating a thesis statement, and choosing a purpose: inform, persuade, mark a special occasion. Tell students to record main ideas in their notebooks.

Slide 6: Activity; Preparing an Oral Presentation: Tell students to write the 10 steps to writing a speech down again from memory. Tell them to check their notes to review the ones they forgot.

Slide 7: Organizing and Outlining: Discuss with students the different types and functions of organizational arrangements: topical, chronological, spatial, causal, problem solving, narrative, circular, motivated sequence, refutation, and comparative advantage. Tell students to record main ideas in their notebooks.

Slide 8: Outline: Discuss outlining a speech and organizing notecards for presentation. Tell students to record main ideas in their notebooks.

Slide 9: Supporting Material: Discuss three types of supporting material often used in speeches: stories, testimony, and facts/figures. Also discuss the use of transitions to connect ideas in the speech. Tell students to record main ideas in their notebooks.

Slide 10: Delivering an Oral Presentation: Discuss elements of an effective speech: eye contact, body language, confidence, and friendly tones. Discuss the four basic methods of delivery: speaking from a manuscript, speaking from memory, impromptu speaking, and extemporaneous speaking. Tell students to record main ideas in their notebooks.

Slide 11: Activity; Outline: Tell students to complete the activity on the slide.

Slide 12: Presentation Aids: Discuss how students can use presentation aids to enhance delivery. Discuss with students the ways people deal with public speaking anxiety. Tell students to record main ideas in their notebooks.

Slide 13: Listeners and Speakers: Discuss what makes a feedback loop and three methods for effective notetaking: bullets, columns, and outlines. Tell students to record main ideas in their notebooks.

Slide 14: Activity; Listeners and Speakers: Tell students to complete the activity over feedback loop in the slide.

Slide 15: Laws and Ethics: Discuss laws and ethics of public speaking: plagiarism, illegal speech, and defamatory remarks. Tell students to record main ideas in their notebooks.

Slide 16: Group Discussion: Discuss the elements of effective group discussions. Tell students to record main ideas in their notebooks.

Slide 17: Drag and Drop Activity: Tell students to complete the Drag N Drop activity over the seven Concept Vocabulary words.

Supplemental: Show students video Questioning the Socratic Seminar group discussion (6:43).

Lesson Review: (15 minutes)

Slide 18: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 19: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class.

Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q & A after the posttest

Summer School Lesson Plan

Subject/Grade: English 11

Day: 16

Topic/Lesson Title & Grade Results #: Lesson #7 Review Parts of Speech

Objective(s): Students will

- Define a noun and its various types.
- Identify singular and plural nouns in writing.
- Explain a verb and its types.
- Demonstrate his or her understanding of the different types of prepositions.
- Use prepositions correctly in writing.

Guiding Question(s):

- How do you use parts of speech correctly in your writing?

TN Curriculum Standard(s): 11.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and conversation.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Abstract noun:** The name of an idea, emotion, or a quality that can only exist in our minds but cannot be perceived through our five senses.
- **Auxiliary:** Giving support; helping.
- **Collective noun:** The name of a group which is taken as a single unit.
- **Common noun:** The name of a general class of persons, places, things, or ideas.
- **Linking:** Connecting
- **Noun:** A word that names a person, place, thing, or an idea.
- **Object:** A noun or a pronoun that receives or is affected by the action of a verb within a sentence.
- **Pronoun:** A word used in place of a noun or a noun phrase.
- **Proper noun:** The name of a particular person, place, thing, or idea.
- **Transfer:** Cause to pass from one place, person, or thing to another.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebook.

Lesson Activities (We Do): (55 minutes)

Slide 2: Nouns: Discuss with students the definition of a noun and show the video about nouns on the slide. Tell students to record main ideas in their notebooks.

Slide 3: Nouns, cont.: Discuss with students the different classifications of nouns: proper, common, collective, and abstract. Tell students to record main ideas in their notebooks.

Slide 4: Nouns, cont.: Discuss with the group other types of nouns: singular/plural nouns, possessive nouns, and compound nouns. Tell students to record main ideas in their notebooks.

Slide 5: Video: Verbs: Show students the video about verbs on the slide. Discuss the difference between action verbs and linking verbs. Tell students to record main ideas in their notebooks.

Slide 6: Video: Linking Verbs: Show students the video about linking verbs on the slide. Discuss with students how to distinguish between action verbs and linking verbs. Tell students to record main ideas in their notebooks.

Slide 7: Video: Helping Verbs: Show students video about helping verbs. Discuss with the group auxiliary verbs, transitive verbs, and intransitive verbs. Tell students to record main ideas in their notebooks.

Slide 8: Video: Prepositions: Show students the video about prepositions. Discuss with students the position of prepositions in the structure of a sentence. Tell students to record main ideas in their notebooks.

Slide 9: Activity: Prepositions: Tell students to complete the six activities on this slide over prepositions.

Slide 10: Activity: Prepositions: Tell students to complete the six activities on this slide over prepositions.

Slide 11: Activity: Prepositions: Tell students to complete the six activities on this slide over prepositions.

Slide 12: Activity: Prepositions: Tell students to complete the six activities on this slide over prepositions.

Slide 13: Prepositions: Discuss the important points to remember about prepositions. Tell students to complete the six activities on this slide over prepositions. Tell students to write the answers to the five sentences in the activity at the end of the slide in their notebooks.

Slide 14: Drag and Drop: Tell students to complete the Drag N Drop activity over the seven types of nouns.

Supplemental: Show students Flocabulary video Review Parts of Speech (3:37)

Lesson Review: (15 minutes)

Slide 15: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 16: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest / Notes Review (They Do): (30 minutes) Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q & A after the posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 17

Topic/Lesson Title & Grade Results #: Lesson #8 Word Analogies

Objective(s): Students will

- Examine word analogies.
- Analyze word analogies.

Guiding Question(s):

- What are word analogies?

TN Curriculum Standard(s): 11.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Analogy:** A comparison of two different things that are alike in some way.
- **Antonym:** A word with the opposite meaning.
- **Herculean:** Requiring great strength and determination.
- **Synonym:** A word with the same or nearly the same meaning.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Analogy: Discuss with students the definition of an analogy and how to complete them. Tell students to record main ideas in their notebooks.

Lesson Activities (We Do): (55 minutes)

As a whole group, complete the Practice Activities. Discuss.

Slide 3: Synonym – Synonym: Discuss the relationship of synonyms in analogies. Tell students to record main ideas in their notebooks.

Slide 4: Synonym – Antonym: Discuss the relationship of antonyms in analogies. Tell students to record main ideas in their notebooks.

Slide 5: Characteristic to Object: Discuss the relationship of characteristic to an object in analogies. Tell students to record main ideas in their notebooks.

Slide 6: Object to Group: Discuss the relationship of an object to a group in analogies. Tell students to record main ideas in their notebooks.

Slide 7: Drag and Drop: Tell students to complete the Drag N Drop activity on the slide.

Supplemental: Show students Flocabulary video about “Analogies” (3:31). After you have watched the video together, have students individually complete the other activities on this slide: **Vocab Cards, Vocab Game, Read and Lyric Lab.**

Lesson Review:((15 minutes)

Slide 8: Lesson Review: Tell students to record the review in their notebook as we read it aloud in class.

Slide 9: Lesson Vocabulary: Tell students to record the words and definitions in their notebook as we read them aloud in class. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest / Notes Review (They Do): (30 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

Closing/Wrap Up/Notes Review: (5 minutes) Q & A after the posttest.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 18

Topic/Lesson Title & Grade Results #: Lesson #9 Determine the Meaning of Unfamiliar Words

Objective(s): Students will

- Determine the meaning of words using context clues.
- Locate the meanings of unknown words in print and digital dictionaries.
- Make effective use of words and expand the vocabulary.

Guiding Question(s):

- How do you determine meaning using context clues?

TN Curriculum Standard(s): 11.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Alludes:** Refers.
- **Contrary:** Different.
- **Obscure:** Unclear.
- **Portrayal:** Depiction.
- **Profoundly:** Deeply.
- **Serene:** Calm.
- **Troublesome:** Worrying.
- **Unequivocal:** Clear.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (25 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Tell the students to write down the objectives in their class notebooks.

Slide 2: Teacher and students will review the following information: In reading and listening, context clues are a way to find the meaning of an unfamiliar word. Context clues appear in the form of definition, synonym, antonym, example, etc. It is commonly used in nonfiction than in fiction. The writers usually provide context clues to make their literary work enjoyable, as well as to help readers improve their vocabulary. Often, words will have more than one meaning. Therefore, it is significant to infer the correct meaning from the context. The appropriate use of words in reading, writing, and speaking can have a maximum impact on the audience. They will view the 2-3minute video.

Lesson Activities and Review (We Do): (45 minutes)

Slide 3: Context Clues are indications that the writer attempts to help readers understand a **strange** word. The clue may appear in the same sentence, near the word to which it **alludes**, or it might follow in the consecutive sentence. In short, context clues are hints that the author gives to help define a complicated or unusual word.

Slide 4: Teacher and students will review the types of context clues, definition of context clues, and synonym or restatement of context clues.

Slide 5: Types of context clues (cont.), explanation/illustration context, cause and effect context, list or series context clues, inference of general context clues.

Slide 6: Teacher and students will view a 5-6minute video.

Slide 7: Teacher and students will complete practice questions #1 & #2.

Slide 8: A dictionary is used to find the meaning of an unfamiliar word. There are different types of dictionaries that help to find the meaning of the word in the same language or the other language. A dictionary will provide information about words in a language, syntax, word schemas, and vocabulary.

Slide 9: Review types of dictionaries – bilingual, monolingual, and learner.

Slide 10: Teacher and students will discuss print and electronic dictionaries, the advantages, and disadvantages of each.

Slide 11: Teacher and students will view a 4-5minute video.

Slide 12: Teacher and students will complete practice questions #3 & #4.

Slide 13: Teacher and students will view a 3-4minute video.

Slide 14: Teacher and students will review ways to both build and expand vocabulary.

Slide 15: Examine the three tiers of vocabulary – basic, high frequency/multiple meaning, and low.

Slide 16-18: Teacher and students will practice.

Lesson Review: (10 minutes)

Slide 19: Tell students to record the review in their notebook as we read it aloud in class.

Slide 20: Tell students to record the words and definitions in their notebook as we read them aloud in class. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (30 minutes)

Explain to the students that they will be assessed and will work independently. Encourage them to think critically and do their very best on the Posttest. The Posttest will count as the grade for the daily lesson.

While students are working on independent work, teachers can:

- Validate all posttests are completed.
- Update and resolve any discrepancies in Parent Contact Logs and Communication Notes
- Validate all supporting documentation for Special Education and ESL students.
- Validate students' home address

Closing/Wrap Up: (5 minutes) Answer any questions students may still pose.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 19

Topic/Lesson Title & Grade Results #: Lesson #10 Context Clues

Objective(s): Students will

- Determine the meaning of words using context clues.
- Locate the meanings of unknown words in print and digital dictionaries.
- Make effective use of words and expand the vocabulary.

Guiding Question(s):

- How do you determine meaning using context clues?

TN Curriculum Standard(s): 11.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

- **Analysis:** A detailed study to learn more about something.
- **Antonym:** A word that has the opposite meaning to another word.
- **Context:** The words or phrases that occur around a word that help you.
- **Definition:** The explanation of the meaning of a word.
- **Example:** A fact or a thing that represents what you say.
- **Synonym:** A word having nearly the same meaning as another word.

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do): (10 minutes) On all slides, you can either read the text aloud or play the audio on the bottom of the screen.

Slide 1: Objectives: Tell the students to write down the objectives in their class notebooks.

Slide 2: Teacher will introduce the students to the concept of context clues and how to use them to determine the meaning of an unfamiliar word in a text. Students and teacher will work through the practice question #1.

Lesson Activities: (We Do): (40 minutes) As a whole group, complete the Practice Activities. Discuss.

Slide 3: Teacher and student will review the four different types of context clues (antonym, synonym, etc.).

Slide 4: Teacher and students will review the contextual analysis chart. word.

The text contains "context clues" - *Contextual analysis* refers to an analysis of the surrounding text (context) of an unknown word in an effort to help the reader determine the meaning of the unknown word. The chart describes different context clues and the clue words that help you interpret them.

Supplemental: View video on Context Clues (02:30)

Lesson Review (We Do): (15 minutes)

Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Remaining Slides 5 & 6: The teacher and students will reexamine the lesson's key points, review the lesson's vocabulary terms, and complete the lesson's practice activities.

Independent Work – Posttest (They Do): (30 minutes) Explain that students will work independently to complete the posttest. Encourage them to think critically and do their very best on the posttest. The grade on the posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

Closing/Wrap Up/Notes Review: (10 minutes) There was a lot of information in this lesson. Just ask students if they need more clarity on a particular point and use this time for those explanations.

Summer School Lesson Plan

Subject/Grade: English 11

Day: 20

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Objective(s):

- Students will review lessons to prepare for final posttest.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Attendance in PowerSchool (5 minutes)

Lesson Introduction (I Do):

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 30-60 minutes

Lesson Activities and Review (We Do):

Check Grade Results and have students to review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Independent Work – Posttest (They Do):

Students will review and complete any incomplete/missed/failed coursework.

Closing/Wrap Up: There was a lot of information in Part II. Just ask students if they need more clarity on a particular point and use this time for those explanations.