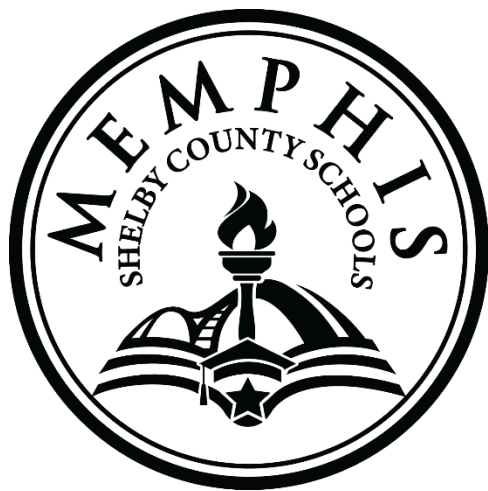


SUMMER SCHOOL TEACHER GUIDE



English 9

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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.

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 lesson 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.

Anchor Charts – Some HS teachers will have Anchor Charts available with their lesson.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 1

Topic/Lesson Title & Grade Results #: Lesson #1: Analyze a Text for Evidence

Objective(s): Students will be able to do the following:

Lesson A

- Determine the explicit meaning of a text.
- Cite textual evidence to support analysis of a text.
- Analyze how inference helps in determining the meaning of a text.

Lesson B

- Cite strong textual evidence to support analysis of the text.
- Make use of textual evidence to infer the meaning of the text.

Guiding Question(s):

Lesson A

- When is explicit and implicit communication used?

Lesson B

- What are the rhetorical devices or persuasive appeals - ethos, logos, and pathos?

TN Curriculum Standard(s):

- A. **9.RL.KID.1.** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- B. **9.RL.KID.1.** Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

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

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

LESSON A KEY VOCABULARY/TERMS: *Students should record all vocabulary words and definitions in their notes.*

Lesson A

- ✚ **Explicit information:** Details that are openly stated by the author/poet in a literary work.
- ✚ **Implicit information:** Details that are not openly stated by the author/poet in a literary work. Readers must read between the lines to figure out the implied information.
- ✚ **Inference:** A logical assumption is based on evidence from the text.

LESSON B KEY VOCABULARY/TERMS:

- ✚ **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.

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (15 minutes)

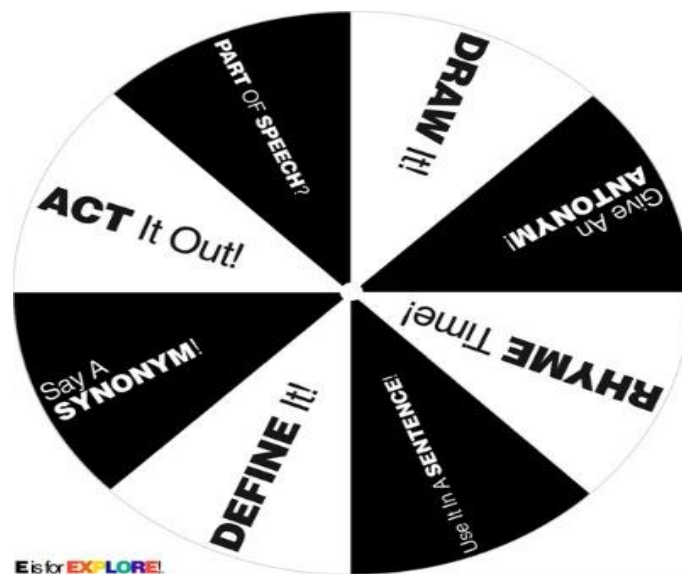
Teacher will review today's standards and objectives while students take notes and list. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

- Slide 1:** Tell the students to write down the objectives in their class notebooks.
- Slide 2:** Read the slide on implicit information and write down the Key Vocabulary terms and definitions.
- Slide 3:** Read the slide on explicit information and write down the definition for *inference*.
- Slide 4:** Watch the short 57 seconds video on Metaphysical poets and their contributions to the English language. Students will complete the short answer activity: "Who are metaphysical poets?" Explain their common characteristics.
- Slide 5:** Read the introduction to poet John Donne. Watch the video of "Holy Sonnet X" with students and complete the Activity: "Can you guess the tone of the poem by reading the title?"

Since each lesson introduces new vocabulary words, the teacher may integrate either the Semantic Map or Word Wheel Vocabulary Activity in their daily lesson(s). See Instructions below:

Semantic Map: In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they see that word (this is awesome because it activates prior learning). A list is created of all the words that come to mind, and then those words are categorized. This can be done as a whole class or in small groups. Students then create a "map" using a graphic organizer and discuss it. Additional or substitute categories can be suggested. As students read through the text, they can add related words to the map.

Word Wheel: Copy this image on the board then have students copy in their notebook. Students may choose one of the activities: (1) **ACT It Out!** (2) **Determine the Part of Speech;** (3) **DRAW It;** (4) **Give an ANTONYM;** (5) **Create a rhyme or rhyming word;** (6) **Use it in a sentence and/or** (7) **Say a SYNONYM**



Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Apostrophe:** Address to an absent or imaginary person.
- ✚ **Bragging:** Boastful talk.
- ✚ **Eschatology:** Dealing with the ultimate destiny of mankind and the world.
- ✚ **Frailty:** The state of being weak in health or body.
- ✚ **Inference:** A mental process through which a logical conclusion based on specific evidence is made.
- ✚ **Scripture:** The Christian holy book.
- ✚ **Sonnet:** A verse form consisting of 14 lines with a fixed rhyme scheme.
- ✚ **Sovereign:** Greatest in status, authority, or power.
- ✚ **Taunt:** Aggravation by deriding.
- ✚ **Theology:** Systematic study of religion and its influences and of the nature of religious truth.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 6:** Read the poem “Holy Sonnet X” a second time and hover over the bold vocabulary words to see the meanings or definitions. Tell students to complete the activity at the bottom of the slide in their notebook: “Do you know why “D” in the word “Death” is capitalized?”
- Slide 7:** Analyze the explicit meaning of lines 1-8 of the poem. Complete the activity on the slide: “Explain how the connotation between the first four lines and the next four lines are different.”
- Slide 8:** Analyze the explicit meaning of lines 9-14 of the poem. Complete the activity on the slide: “What shift did you notice between the initial line and the last line of the couplet?”
- Slide 9:** Analyze the implicit meaning of the entire poem using inferences. Read the slide and tell the students to take notes on the central theme of the poem. Complete the activity on the slide: “Is death evil or merciful? Should death be feared?”
- Slide 10:** Complete the two True/False activities on the slide: “According to John Donne, death is the pathway for eternal life.” **Check Answer: TRUE.** “The speaker of the poem has no worries about his morality.” **Check Answer: TRUE.**
- Slide 11:** Analyze the implicit meaning of the entire poem using inferences. Read about Donne’s religious background to infer meaning in the poem. Complete the multiple-choice activity on the slide.
- Slide 12:** Analyze the use of literary devices in “Holy Sonnet X”: Elizabethan sonnet form. Tell students to take notes in their notebook concerning the central message of the poem. Complete the activity on the slide: “How do people consider death to be?”

Lesson A: Supplemental: Flocabulary Current Event March 4, 2022 and Learn 360: What is Inference?

Each of these interactive activities allow students to complete activities independently. Flocabulary activities consist of the following: (1) vocabulary cards (address, condemn, economy, gather, invade, nominate, sanction, and traction; (2) definitions; (3) correct usage and identification of terms used in a sentence; (4) vocabulary game, and (5) a lyric lab where students can create their own song.

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 13:** Students will complete a matching review activity that has five matching pairs.
- Slide 14:** Tell students to record the chart in their notes on explicit information and inference in “Holy Sonnet X” poem.
- 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.

Lesson B Introduction (I Do): (5 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Lesson B Activities (We Do): (10 minutes)

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 2: Read the introduction and text of “The Gettysburg Address.”

Slide 3: Analyze the explicit meaning of “The Gettysburg Address.” Tell students to record in their notebooks the clear message stated in the speech.

Slide 4: Read and analyze the use of rhetorical appeal in this speech. Students will write the definitions of logos, pathos, and ethos in their notebooks. They will also record the chart from the slide in their notebooks.

Slide 5: Students will answer the multiple-choice question in “The Gettysburg Address” activity: What kind of appeal did Lincoln convey in the following lines from the speech?”

Lesson B Supplemental: Khan Academy: The Civil War: The Gettysburg Address and **Safari:** Analyzing Nonfiction

Break – (10 minutes) *(Site Administrator will work with teachers on breaks)*

Lesson Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 6: Students will read and write down the lesson review statements in their notebooks.

Slide 7: Students will write down the longer definitions of the vocabulary terms in their notebooks.

Independent Work – (They Do) (50 minutes): Post-Test

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 1. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 2

Topic/Lesson Title & Grade Results #: Lesson #2: Identifying Theme in Reading Passages

Objective(s): Students will be able to do the following:

Lesson A

- Understand how themes are employed in a text.
- Analyze how multiple themes interact and develop over the course of a text.
- Summarize a text upon analysis.

Lesson B

- Read and comprehend literary nonfiction.

Guiding Question(s):

Lesson A

- How are themes employed in a text?

Lesson B

- How is the central idea developed in literary nonfiction?

TN Curriculum Standard(s):

- A. **9.RL.KID.2.** Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- B. **9.RL.KID.2.** Determine a theme or central idea of a text and analyze its development; provide an objective or 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)

Attendance in PowerSchool – 5 minutes

Lesson A Introduction (I Do) (15 minutes):

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Read the information about *theme* and answer the activity question in your notebook: "What are the features of a theme?"

Slide 3: Read the information about commonly used themes in literature and click through the slide show: love, hope, friendship, death, racism, and teamwork.

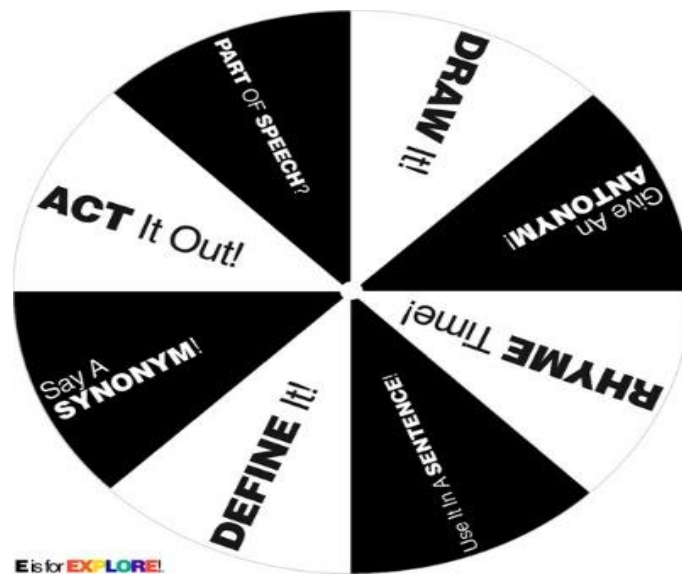
Slide 4: Read the information about commonly used themes in literature and click through the slide show: courage, honesty, perseverance, friendship, cooperation, and survival.

Slide 5: Read and take notes about William Shakespeare who wrote 38 plays and 154 sonnets.

Since each lesson introduces new vocabulary words, the teacher may integrate one of these vocabulary activities: Semantic Map and/or Word Wheel in their daily lesson. See instructions below:

Semantic Map: In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they see that word (this is awesome because it activates prior learning). A list is created of all the words that come to mind, and then those words are categorized. This can be done as a whole class or in small groups. Students then create a “map” using a graphic organizer and discuss it. Additional or substitute categories can be suggested. As students read through the text, they can add related words to the map.

Word Wheel: Copy this image on the board then have students copy in their notebook. Students may choose one of the activities: (1) ACT It Out! (2) Determine the Part of Speech; (3) DRAW It; (4) Give an ANTONYM; (5) Create a rhyme or rhyming word; (6) Use it in a sentence and/or (7) Say a SYNONYM



Lesson A Vocabulary:

Students will record all vocabulary words and definitions in their notes.

- ✚ **Confession:** A formal statement accepting blame, love, or responsibility.
- ✚ **Devastated:** Severe damage which results in overwhelming grief.
- ✚ **Embodiment:** A person or thing that represents or is a typical example of an idea or a quality.
- ✚ **Endurance:** The ability to do something painful or difficult for a long period of time without complaining.
- ✚ **Feuding:** Engaging in a prolonged dispute.
- ✚ **Fiction:** A genre of literature comprising of imaginative narration.
- ✚ **Impending:** Something which is going to happen soon.
- ✚ **Moral:** The principles or rules of right conduct.
- ✚ **Temperate:** Behaving in a calm and controlled way.
- ✚ **Theme:** A theme is the central topic, subject, or the message within a literary work.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 6: Students will watch (13:33) video that explains various aspects of *The Tragedy of Romeo and Juliet*.

Slide 7: Students will read a five-paragraph summary of the play.

Slide 8: Tell students to analyze one of the themes in the play: love. Agree/Disagree with this author's claim: The power of love overpowers everything about society or the family. Explain answers (written response or oral discussion).

Slide 9: Students will watch a video that depicts the theme of love in the play. They will record observations in their notebooks.

Slide 10: Tell students to analyze a second theme in the play: friendship.

Slide 11: Students will watch a video that depicts the theme of friendship in the play and record observations in their notebooks.

Slide 12: Students will analyze a third theme in the play: death.

Slide 13: Students will watch a video that depicts the theme of death in the play and record observations in their notebooks.

Lesson Supplemental: Safari: Themes

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 14: Students will read the excerpt from *Great Expectations* and answer the question about *theme*: "What type of love theme is analyzed in the given passage?"

Slide 15: Students will read the excerpt from "The Masque of the Red Death" and answer the question about *theme*: "What is the theme of this excerpt?"

Slide 16: Students will read Shakespeare's Sonnet 18 and answer the question about *theme*: "What is the theme of this poem?"

Slide 17: Read three excerpts from *Romeo and Juliet* and identify the themes.

Slide 18: Tell the students to read and write down in their notebooks the Lesson Review bullet statements.

Slide 19: Tell the students to read and write down in their notebooks the ten Lesson Vocabulary Words.

Lesson B Introduction (I Do): (5 minutes)


The teacher will review today's standards and objectives while students listen and take notes. Teacher may either read the text aloud or play the audio located on the bottom of the screen for slides listed below:

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

Slide 2: Students will read the slide titled "Understanding Literary Nonfiction" and take notes. Teacher will check for understanding by asking students to define creative nonfiction, vivid description, and dramatic writing style.

Lesson B Vocabulary:

Students will record all vocabulary words and definitions in their notes.

 **Huffing:** An act of forcible exhalation.

 **Journal:** A daily record of news and events of a personal nature.

- ✚ **Literary nonfiction:** A type of writing that contains facts and entertains the readers.
- ✚ **Memoir:** A historical account or biography written from personal knowledge.
- ✚ **Nonfiction:** Any writing that is based on real-life events.
- ✚ **Puffing:** An act of forcible exhalation.
- ✚ **Streetcar:** A four-wheeled wagon that runs on tracks in a mine.
- ✚ **Sweltering:** Feeling uncomfortably hot.

Lesson B Activities (We Do): (10 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 3: Students will read the summary of The Diary of Anne Frank and summarize in their notebooks.

Slide 4: Students will read an excerpt from The Diary of Anne Frank

Slide 5: Students will read the section “Comprehending the Diary Entry of Anne” and identify elements of literary nonfiction.

Slide 6: Students will complete the matching Activity on the page: memoir, journal, nonfiction, Literary nonfiction, and puffing.

Lesson B Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 7: Students will record the Lesson Review in their notebooks.

Slide 8: Students will record the Lesson Vocabulary words in their notebooks and review before attempting the Posttest.

Independent Work – (They Do) (50 minutes): Post-Test

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 2. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 3

Topic/Lesson Title & Grade Results #: Lesson #3: Complex Characters and Unfolding Arguments

Objective(s): Students will be able to do the following:

Lesson A

- Learn how the conflicting motives of the characters help in the development of plot.
- Understand how character dimensions help in plot development.

Lesson B

- Analyze how the author unfolds an argument in the text.
- Understand how the connections are drawn in the text.

Guiding Question(s):

Lesson A

- How do characters develop plot in literature?

Lesson B

- How do authors unfold arguments in texts?

TN Curriculum Standard(s):

A. 9.RL.KID.3. Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

B. 9.RL.KID.3. 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)

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (10 minutes)

Teacher will review today's objective standards and objectives while students take notes and listen.

Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Students will read Introduction about characters, including major and minor characters, and record observations in their notebooks.

Teacher will activate students' prior knowledge by having them identify and discuss major, minor, flat, or static characters from either a movie or stage production, narrative, book, or play.

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Characters:** Characters are the people in a story.
- ✚ **Multi-dimensional characters:** Complex characters who display several character traits.
- ✚ **One-dimensional characters:** Flat characters who display few character traits.
- ✚ **Static:** Showing little or no change in action.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 3: Students will read the summary of Macbeth to understand how characters evolve in the play.

Slide 4: Students will read about character dimensions and record the main ideas in their notebooks: protagonist, dynamic and static characters.

Slide 5: Students will read and take notes on the key characters from Macbeth: Macbeth, Frenemy, Lady Macbeth, Banquo, and Macduff.

Slide 6: Students will read about how Macbeth's character changes during the play and take notes.

Slide 7: We will discuss factors that make Macbeth a complex character, and students will take notes.

Slide 8: Watch a video from Act I, scene 3, concerning the development of complex characters and the advancement of the plot.

Slide 9: Watch video (3:27) about characters' interactions with other characters and its role in advancing the plot.

Lesson Supplemental: Safari: Direct and Indirect Characterization

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 10: Students copy the character development chart from the slide into their notebooks and review.

Slide 11: Students will record the Lesson Review in their notebooks.

Slide 12: Students will record the Lesson Vocabulary Words in their notebooks.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Rhetorical question:** question asked to create a dramatic effect or to make a point rather than to get an answer.

Lesson B Introduction (I Do): (10 minutes)


Teacher will either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: The teacher will read the introduction about Patrick Henry's famous speech "Give Me Liberty or Give Me Death." Students will then read along as the speech is read aloud by clicking on the link.

Lesson B Vocabulary:

- ✚ **Great Britain:** The sovereign state that owned the thirteen American colonies in rebellion.

 **Liberty:** Personal freedom from servitude, confinement, or oppression.

 **Parliament:** The governing body of Great Britain.

Lesson B Activities (We Do): (10 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 3: Students will read and summarize the summary of Patrick Henry’s speech.

Slide 4: Students will read and record the central idea of Patrick Henry’s speech: if the colonies want liberty, they will have to fight for it.

Slide 5: Students will read and take notes on connections made in the speech.

Slide 6: Students will complete the matching activity: Great Britain, Liberty, and Parliament.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 8: Students will record the Lesson Review in their notebooks.

Slide 9: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – (They Do) (50 minutes): Post-Test

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 3. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 4

Topic/Lesson Title & Grade Results #: Lesson #4: Transforming Source Materials Such as Biographies

Objective(s): Students will be able to do the following:

Lesson A

- Analyze how *The Picture of Dorian Gray* draws inspiration from the source material, *The Legend of Faust*.
- Examine how both works deal with the subjects of transformation and perfection.
- Study the difference that exists between both texts.
- Compare and contrast the treatment in *Faust* and in *The Picture of Dorian Gray*.

Lesson B

- Analyze the story of Jackie Robinson as told in the Wikipedia article, and in a mini biographical video.
- Determine the similarities and differences in the emphasis of certain details of Jackie Robinson's life in the two different mediums.

Guiding Question(s):

Lesson A

- How do common themes influence different texts?

Lesson B

- How do different online mediums portray the same subject material?

TN Curriculum Standard(s):

- A. **9.RL.IKI.9.** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.
- B. **9.RL.IKI.9.** Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the 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)

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students listen and take notes. Teacher may either read the text aloud or play the audio located on the bottom of the slide for the slides listed below:

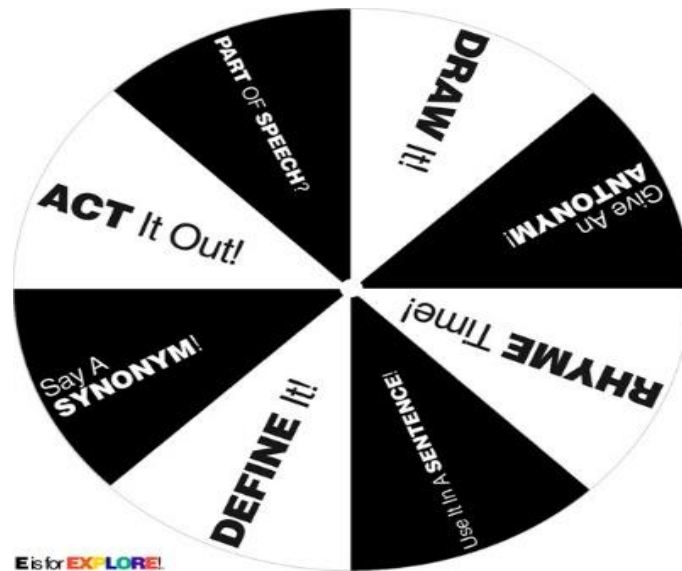
Slide 1: Tell the students to write down the objectives in their class notebooks.

Slide 2: Teacher will introduce Oscar Wilde with some interesting facts about him.

Slide 3: Students will watch videos about Oscar Wilde and *The Picture of Dorian Gray*.

Slide 4: Students will watch a video about Johann Wolfgang von Goethe.

Since each lesson introduces new vocabulary words, the teacher may integrate either the Semantic Map or Word Wheel Vocabulary Activity in their daily lesson. See Instructions below:



Semantic Map: In this activity, the teacher chooses a word and displays it for the class on a whiteboard, etc. Students read the word and then think of words that come to mind when they see that word (this is awesome because it activates prior learning). A list is created of all the words that come to mind, and then those words are categorized. This can be done as a whole class or in small groups. Students then create a “map” using a graphic organizer and discuss it. Additional or substitute categories can be suggested. As students read through the text, they can add related words to the map.

Word Wheel: Copy this image on the board then have students copy in their notebook. Students may choose one of the activities: (1) **ACT It Out!** (2) **Determine the Part of Speech;** (3) **DRAW It;** (4) **Give an ANTONYM;** (5) **Create a rhyme or rhyming word;** (6) **Use it in a sentence and/or** (7) **Say a SYNONYM**

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Damnation:** The state of eternal punishment in Hell.
- ✚ **Doppelganger:** Two-sided nature of man, capable of both good and evil.
- ✚ **Downfall:** Failure that results in a loss of position or reputation.
- ✚ **Execrable:** Deserving curse.
- ✚ **Flamboyance:** Extravagant.
- ✚ **Gruesome:** Horror.
- ✚ **Hedonistic:** Devoted to pleasure.
- ✚ **Obsessed:** Influenced or controlled by a powerful force.
- ✚ **Lure:** Provoke someone to do something.

Lesson A: Activities (We Do): (15 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 5:** Students will complete a sorting activity on both Goethe and Wilde.
- Slide 6:** Students will read and take notes on *The Legend of Faust*.
- Slide 7:** We will read an analysis of Goethe's *Faust*, and students will write down the notes in their notebooks.
- Slide 8:** We will read about Oscar Wilde, and students will record in their notebooks his attitude towards art. (Rationalism is a belief or theory that opinions and actions should be based on reason and knowledge rather than on religious belief or emotional response). In your own words, explain Wilde's attitude toward art.
- Slide 9:** We will read the summary of *Dorian Gray*, and students will record their notes in their notebooks. Students will also answer the activity question at the bottom of the slide.
- Slide 10:** Students will compare *Faust* and *The Picture of Dorian Gray*. They will answer the activity: "How do you think society influenced both Faust and Dorian to deviate from society and go astray?"
- Slide 11:** Students will contrast *Faust* and *The Picture of Dorian Gray*. They will determine which of the themes are evident in the excerpt given above: good vs evil?

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 12:** Read the excerpt from *The Picture of Dorian Gray* and answer the multiple-choice question. (morality)
- Slide 13:** Students will read and copy the chart about the legend of Faust into their notebooks.
- Slide 14:** Students will record the Lesson Review in their notebooks.
- Slide 15:** Students will record the Lesson Vocabulary Words in their notebooks.







Lesson B Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

- Slide 1:** Tell the students to write down the objectives in their class notebooks.
- Slide 2:** Introduce written and spoken mediums. Students will take notes on the differences between the two mediums.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Article:** A piece of writing.
-  **Brooklyn Dodgers:** A major league baseball team based out of Brooklyn, New York.
-  **Civil Rights:** Rights for all people in a country for freedom and equality.
-  **Dignity:** State of being honored with respect.
-  **Social Justice:** A state of being where everybody gets equal opportunities to work and generate wealth.
-  **Podcast:** A digital audio file.

Lesson B Activities (We Do): (10 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Students will click on the link to the Wikipedia article about Jackie Robinson and read the entries.
- Slide 4:** Students will watch the biography video of Jackie Robinson, taking notes on the similarities and differences as compared to Wikipedia. They will answer the True/False question at the bottom of the slide: Videos are preferred over text because they easily grab the attention of people and help them to remember information easily due to their engaging power.
- Slide 5:** Students will view and write down in their notebooks the comparison/contrast chart of the online text and the video about Jackie Robinson. Students will also record the six conclusions about the two mediums.

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 6: Students will record the Lesson Review in their notebooks.

Slide 7: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Break – 10 minutes *(Site Administrator will work with teachers on breaks)*

Supplemental B: (5 minutes) Flocabulary: Maya Angelou and Resilience

Each of these interactive activities allow students to complete activities independently. Flocabulary activities consist of the following: (1) vocabulary cards (figurative language, imagery, legacy, metaphor, resilience, segregate, autobiography, simile, and memoir); (2) definitions; (3) correct usage and identification of terms used in a sentence; (4) vocabulary game, and (5) a lyric lab where students can create their own song.

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 4. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 5

Topic/Lesson Title & Grade Results #: Lesson #5: Determine the Central Idea of a Text

Objective(s): Students will be able to do the following:

Lesson A:

- Identify the central point the author makes in the text.
- Determine the examples the author uses in the text.
- Establish supporting evidence.
- Analyze the details the author provides.

Guiding Question(s): How does one determine the central idea of a text?

TN Curriculum Standard(s):

- A. **9.RI.KID.2** Determine a central idea of a text and analyze its development; provide an objective or 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)

LESSON KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Central Idea:** The central thought or unifying element of the story.
- ✚ **Supporting Evidence:** Details that support the central idea of a text.

Attendance in PowerSchool- (5 minutes)

Lesson Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Review the concept of central idea. Students will write the ideas in their notebooks.

Slide 3: Students will watch the video and take notes about how to identify the central ideas in a text

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Archetypal:** Very typical of a certain kind of person or thing.
- ✚ **Collective bargaining:** Negotiation between two countries aimed at agreements.
- ✚ **Consubstantiality:** The same nature, or essence.
- ✚ **Endure:** Suffer (something painful or difficult) patiently.
- ✚ **Entrepreneur:** A person who sets up a business or businesses, taking on financial risks in the hope of profit.
- ✚ **Expedition:** A journey undertaken by a group of people with a particular purpose, especially that of exploration.
- ✚ **Exuberant:** Full of energy, excitement, and cheerfulness.
- ✚ **Forbid:** Refuse to allow (something).
- ✚ **Grappling:** Struggling to deal with or overcome (a difficulty or challenge).
- ✚ **Leapfrog:** To improve a position by going past others quickly.

- ✚ **Legislature:** The legislative body of a country or state.
- ✚ **Presumption of innocence:** The legal principle that one is considered innocent until proven guilty.
- ✚ **Pursuit:** The action of pursuing someone or something.
- ✚ **Riot:** An impressively large or varied display of something.
- ✚ **Substantial:** Something of considerable importance, size, or worth.
- ✚ **Tactical:** Relating to or constituting actions carefully planned to gain a specific military end.
- ✚ **Voyage:** A long journey involving travel by sea or in space.

Lesson Activities (We Do): (60 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: We will understand the central idea of a text and introduce the speech by Ronald Reagan

Slide 5: SKIP this slide.

Slides 6-12: We will read several excerpts from President Ronald Reagan’s speech and take notes on the central idea of the speech. Go to **Slide 18** if you would like to view or download the entire speech via Google Docs.

Teachers and students will dissect this speech using the following Close-Read Discussion Questions:

(1) Which line from the speech illustrates building connections between the Soviet Union and the US? **(2)** What was the differences between the speech given to the American citizens versus those addressing the students at Moscow State University? **(3)** Why do you think Reagan placed emphasis on “freedom”? **(4)** How does Reagan use bandwagon to persuade the audience? **(5)** Is Reagan’s opinion about small businesses moving the technological revolution relevant today?

Slide 13: We will read a summary of the speech, and students will record the main ideas in their notebooks. They will also copy the web diagram.

Slide 14: Students will complete the activity by typing their answers to the three questions on the slide.

Slide 15: John F. Kennedy speech and analysis (8 pages in link)

Supplemental: Khan Academy: *Main Idea*

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review: (5 minutes)

The teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 16: Students will copy the mind map that explains how to read a text to determine the central idea.

Slide 17: Students will complete a Drag and Drop activity over six of the lesson vocabulary words.

Slide 18: Google Docs version of both speeches. Teachers may download, then upload in TEAMS for collaborative effort(s).

Slide 19: Students will record the Lesson Review in their notes.

Slide 20: Students will record the Lesson Vocabulary Words in their notes.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 5. This Posttest will count as the grade for the daily lesson. Students will review and complete any incomplete/missed/failed coursework.

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

- Exit Ticket: Write a paragraph using at least 5-10 vocabulary words you learned today in class.

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 6

Topic/Lesson Title & Grade Results #: Lesson #6: Word Choice and Meaning and Tone

Objective(s): Students will be able to do the following:

Lesson A

- Understand the figurative and connotative meanings of words used in the text.
- Analyze the overall impact of the specific word choices on meaning and tone of the text.

Lesson B

- Analyze word choice in a couple of excerpts from famous authors.
- Apply strategies for effective, precise word choice.

Guiding Question(s):

Lesson A

- What is the overall impact of specific word choices on meaning and tone in a text?

Lesson B

- What is narrative writing?

TN Curriculum Standard(s):

- A. **9.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- B. **9.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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 A Introduction (I Do) (10 minutes):

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Read with the students how writers choose their words.

Slide 3: Discuss with students figurative and connotative meanings of words and sensory details or imagery.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Connotation:** The implied or suggested meaning.
- ✚ **Denotation:** The most direct or specific meaning of a word or expression as defined in a dictionary.
- ✚ **Diction:** The words a writer chooses to communicate his or her message.
- ✚ **Imagery:** The way language is used to represent objects, actions, or ideas.
- ✚ **Mood:** A character's state of being.
- ✚ **Narrative tension:** Suspense to keep the reader engaged.
- ✚ **Tone:** The quality of a person's voice.

Lesson A Activities (We Do): (10 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: Analyze word choice from Poe's "The Tell-Tale Heart" excerpt. Students will write down the last two sentences on the slide into their notebooks.

Slide 5: Analyze connotative meaning of words from excerpt of Poe's "The Tell-Tale Heart."

Slide 6: Discuss overall impact of word choice on meaning and tone of text from Poe's "The Tell-Tale Heart."

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 7: Students will complete matching activity with four lesson vocabulary words: diction, denotative diction, narrative tension, and connotative diction.

Slide 8: Students will record the Lesson Review in their notes.

Slide 9: Students will record the Lesson Vocabulary Words in their notes.

Lesson A Supplemental: (Video) Using Context Clues to Figure Out New Words

Lesson B Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Introduce narrative writing, word choice, imagery, tone, and sensory details. Students will record main ideas in their notebooks.

Slide 3: Students will read an excerpt from *The Adventures of Huckleberry Finn*. Students will pay attention to the word choice and determine the tone of the passage.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Connotative diction:** Suggested meanings associated with a word.
- ✚ **Denotative diction:** A word's literal meaning.
- ✚ **Diction:** The words a writer chooses to communicate his or her message.
- ✚ **Fiction:** An imaginative writing.
- ✚ **Imagery:** The way language is used to represent objects, actions, or ideas.
- ✚ **Jargon:** Language that is particular to a certain field of work or study.
- ✚ **Narrative tension:** The element of suspense that keeps the reader engaged.
- ✚ **Narrative writing:** An account of an event or incident in the same order as it occurred.
- ✚ **Nonfiction:** Writing dealing with facts and events.

- ✚ **Sensory details:** Descriptions that appeal to the senses.
- ✚ **Tone:** The writer's attitude towards the subject, audience, or self.
- ✚ **Wordiness:** The use of more words than necessary to convey meaning.

Lesson B Activities (We Do): (15 minutes)

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: Students will answer the two multiple choice questions in the activity.

Slide 5: Students will read about common problems with word choice and record the different problems in their notebooks: misusing words, unintended connotations, vague pronouns, technical jargon, and wordiness.

Slide 6: Students will answer the three multiple choice questions in the activity.

Slide 7: Students will answer the three multiple choice questions in the activity.

Slide 8: Discuss effective word choice strategies: choose descriptive verbs, adjectives, and adverbs for specificity, and accurate, effective language.

Slide 9: Read the excerpt from Hemingway's A Farewell to Arms. Analyze the word choice of the excerpt and how it creates vivid imagery in the mind of the readers.

Slide 10: Students will answer the two questions in the activity.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (20 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 11: Students will record the Lesson Review in their notebooks.

Slide 12: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Supplemental B: Flocabulary: Word Choice and Nearpod: Word Choice

Each of these interactive activities allow students to complete activities independently. Flocabulary activities consist of the following: (3:09) video, **Word Choice** (denotation, definition, literal, connotation, subtle, and synonym), **Build the Beat** using the vocabulary words in a sentence correctly, and **Break it Down** multiple-choice questions along with textual evidence to support answer choice).

Nearpod activities consist of a brief video discussing connotation, denotation, emotionally charged words with positive, negative, and neutral meaning. Students may complete the three questions in the **Break It Down** section.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 6. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what is the difference between mood and tone?

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 7

Topic/Lesson Title & Grade Results #: Lesson #7: Developing Claims and Counterclaims by Analyzing Cultural Experience

Objective(s): Students will be able to do the following:

Lesson A

- Write unbiased claims and counterclaims.
- Discuss the strengths and limitations of both claims and counterclaims.
- Provide adequate background in accordance with the audience's knowledge.
- Determine and address the audience's concerns.

Lesson B

- Analyze the cultural experience reflected in *Things Fall Apart*.
- Understand how the protagonist's point of view of a different culture brings to his downfall.

Guiding Question(s):

Lesson A

- How are claims and counterclaims developed in a convincing argument?

Lesson B

- How is cultural experience reflected in literature?

TN Curriculum Standard(s):



- A. 9.W.TTP.1b, 9.W.TTP.1c.** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- B. 9.W.TTP.1b, 9.W.TTP.1c.** Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

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

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

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

-  **Qualitative evidence:** Evidence that provides explanations.
-  **Quantitative evidence:** Evidence that offers data.

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (15 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Tell the students to watch the video (3:59) on the slide to get insight into writing an essay (very old material and from Australia).

Slide 3: Discuss the three indications of argumentative writing. Students will record the main ideas from the section "Writing an Argumentative Essay" in their notes.

Lesson A Vocabulary: (20 minutes)

Teacher will write the following statements on the board: (1) Should drones be used in combat? (2) Is the development of technology that automates jobs previously held by real people good or bad for our society?

Ask students to make a claim whether they agree or disagree with the following topics. Next, they will consider which type of evidence could be used to support their claim? Consider a rebuttal from an opposing viewpoint. Have students record all vocabulary words and definitions in their notes.

- ✚ **Address:** To deal with an issue.
- ✚ **Anticipate:** Eager about something that is going to happen.
- ✚ **Argument:** A disagreement in which different views are expressed.
- ✚ **Claim:** Your basic belief about a topic.
- ✚ **Concerns:** A matter of significance to somebody.
- ✚ **Counterclaim:** Argument that disagrees with your claim.
- ✚ **Crux:** The decisive or most important point at issue.
- ✚ **Empirical:** Verifiable by observation.
- ✚ **Evidence:** Truth of something.
- ✚ **Evocative:** Bringing strong feelings to mind.
- ✚ **Gallows:** An instrument for execution.
- ✚ **Introduction:** A section at the beginning of a book or other piece of writing.
- ✚ **Knowledge:** General awareness or possession of information, facts, ideas, truths, or principles.
- ✚ **Predetermine:** To decide, agree, or arrange something in advance.
- ✚ **Rebuttal:** Response to a counterclaim.
- ✚ **Reasoning:** The use of logical thinking to find results or draw conclusions.
- ✚ **Support:** Your specific facts or evidence to support your claim.
- ✚ **Style:** The way in which something is written or performed, as distinct from its content.
- ✚ **Thesis:** An unproved statement, especially one serving as a premise in an argument.
- ✚ **Tone:** An indicator of the attitude or view of the writer.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: Discuss writing the introduction of an argumentative essay: hook, background statement, and thesis.

Slide 5: Discuss writing the body paragraphs of an argumentative essay: claims, counterclaims, reasons, evidence, rebuttal, and analysis.

Slide 6: Watch the very old 1980's Australian video (7:13) about gathering evidence for an argumentative essay.

Slide 7: Discuss writing the conclusion of an argumentative essay. Also discuss writing with an unbiased tone in

argumentative writing: cite trustworthy sources, remain focused, avoid generalization, use third person, and avoid emotional appeals.

Slide 8: Discuss strengths and limitations of both claims and counterclaims: use qualitative and quantitative evidence.

Slide 9: Discuss strengths and limitations of both claims and counterclaims: counterclaims.

Slide 10: Discuss using visual elements to strengthen arguments: quantitative visuals and qualitative visuals

Slide 11: Discuss using background knowledge and addressing potential concerns of the audience.

Slide 12: Complete the five activity questions about the photo at the top of the slide.

Lesson A Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 13: Students answer the two questions in the activity.

Slide 14: Students draw the argumentative writing chart in their notes.

Slide 15: Students will record the Lesson Review in their notes.

Slide 16: Students will record the Lesson Vocabulary Words in their notes.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 7. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today?

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 8

Topic/Lesson Title & Grade Results #: Lesson #8: Analyzing a Text Using Words, Phrases, and Transitions

Objective(s): Students will be able to do the following:

Lesson A

- Read and understand the satirical text: Jonathan Swift's A Modest Proposal.
- Analyze the structure of a text to determine how an author's ideas or claims are developed.
- Identify how and why an author structures information to present an idea or claim.

Lesson B

- Write an argument to support claims of topics/texts using reasons and evidence.
- Use words, phrases, and clauses to link significant sections of the text.
- Create cohesion and clarify the relationships between claims and counterclaims and reasons and evidence.

Guiding Question(s):

Lesson A

- How does text structure reveal the deeper meaning of a text?

Lesson B

- What builds a paragraph? How is clarity created in writing?

TN Curriculum Standard(s):

- A. **9.W.TTP.1e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- B. **9.W.TTP.1e** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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 A Introduction (I Do): (10 minutes)


Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:

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

Slide 2: Teacher will explain to students that the lesson will analyze satire, sarcasm, irony, understatement, and exaggeration.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

 **Exaggeration:** a technique which overstates things for dramatic effect.

- ✚ **Irony:** occurs when words are used in a manner different from their intended meaning.
- ✚ **Sarcasm:** uses ironic statements with the purpose of mocking someone or something.
- ✚ **Satire:** a technique writers use to draw our attention to problems in society, often through humor or exaggeration.
- ✚ **Understatement:** a literary device used to make a situation seem less important than it is.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 3: Tell the students to read about Jonathan Swift and *A Modest Proposal*, which employs *satire*. Do **NOT** read the full text at the bottom of the page.

Slide 4: Discuss societal criticism in *A Modest Proposal*. Students will complete the satire activity at the bottom of the slide.

Slide 5: Discuss irony in *A Modest Proposal* by reading an example from the text.

Slide 6: Discuss sarcasm in *A Modest Proposal* by reading an example from the text.

Slide 7: Discuss understatement in *A Modest Proposal* by reading an example from the text.

Slide 8: Discuss exaggeration in *A Modest Proposal* by reading an example from the text. Students will complete the *understatement* and *exaggeration* activity at the bottom of the slide.

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 9: Students will drag and drop the definitions of the terms: exaggeration, understatement, and irony.

Slide 10: Students will record the Lesson Review in their notebooks.

Slide 11: Students will record the Lesson Vocabulary Words in their notebooks.

Lesson B Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Discuss how to organize an argument and how transitions connect ideas. Students will answer the four Activity Questions on the slide.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Claim:** An assertion that something is true
- ✚ **Collocation:** Co-occurrence of lexical items
- ✚ **Concede:** To acknowledge as true
- ✚ **Concession:** Acknowledgement of the opposing viewpoint
- ✚ **Contextual:** Relating to the circumstances that form the setting
- ✚ **Counterclaims:** Defense against a claim
- ✚ **Evidence:** Something that gives a proof of truth of something
- ✚ **Factual:** Based on facts
- ✚ **Incorporate:** To combine something with
- ✚ **Interpret:** Explain the meaning
- ✚ **Lexical:** Vocabulary
- ✚ **Reason:** Justification for something
- ✚ **Rebuttal:** Response to a counterclaim
- ✚ **Reiteration:** Using the same
- ✚ **Semantic:** Relating to meaning in language
- ✚ **Superfluous:** Unnecessary

- ✚ **Super ordinate:** Represents a superior order or category within a system of classification.
- ✚ **Synonym:** A word or phrase that means exactly
- ✚ **Tone:** The general character of a piece of writing

Lesson B Activities (We Do): (15 minutes)

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Class will watch a video for Steps for planning a strong argument (1:27).
- Slide 4:** Discuss the elements of argumentative writing. Tell students to record main ideas in their notes: claims, reasons, evidence, counterclaims, and rebuttal.
- Slide 5:** Class will watch a video that explains how to begin an argumentative essay (2:28).
- Slide 6:** Class will discuss how words, phrases, and clauses are used to connect ideas in texts. Students will record the list of linking words and phrases that serve specific purposes.
- Slide 7:** Students will copy the transitions list for connecting sentences from slide 7 into their notes.
- Slide 8:** Students will copy the transitions list for connecting ideas from slide 8 into their notes.
- Slide 9:** Students will copy the transitions list for connecting paragraphs from slide 9 into their notebooks.
- Slide 10:** Students will practice understanding how ideas are connected in texts. They will read excerpts from the essay “Mesmerizing Science –.”
- Slide 11:** Class will discuss cohesion and clarity in texts by analyzing grammatical cohesion, references, substitutions, ellipses, and coordinating conjunctions.
- Slide 12:** Class will discuss cohesion and clarity in texts by analyzing subordinating conjunctions and conjunctive adverbs.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 13:** Students will read the excerpt from Franklin D. Roosevelt’s *First Inaugural Speech* and answer the activity question: “What reason has he cited to his claim that the Constitution of America is simple and practical?”
- Slide 14:** The Reading List converts the speech into Google Docs as a download which can be used as a collaborative/group activity.
- Slide 15:** Students will review and record the THREE visual diagrams concerning argumentative writing; words, phrases, and clauses; and cohesion and clarity.
- Slide 16:** Students will record the Lesson Review in their notebooks.
- Slide 17:** Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (45 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 8. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part I

Day: 9

Topic/Lesson Title & Grade Results #: Lesson #9: Argumentative Writing - Formal Style and Objective Tone

Objective(s): Students will be able to do the following:

Lesson A

- Demonstrate the use of formal style of writing.
- Use objective tone while writing an argument.
- Demonstrate knowledge of norms and conventions of different disciplines.

Guiding Question(s):

- What are the elements of an effective argumentative essay?

TN Curriculum Standard(s):

- A. **9.W.TTP.1f.** Establish and maintain a formal style and objective tone.

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

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

LESSON KEY VOCABULARY/TERMS:

- ✚ **Literary nonfiction:** a prose work that employs the literary techniques connected with fiction that provides a report on persons, places, and events in the real world without changing facts.

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (15 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below:



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

Slide 2: Students will read the slide titled "Understanding an Argumentative Essay" and take notes. *Teacher will check for understanding.*

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Convention:** Customary way in which things are done.
- ✚ **Discipline:** A subject or field of activity, e.g., an academic subject.
- ✚ **Formal style:** Done in an organized and precise manner.
- ✚ **Norms:** A standard pattern.
- ✚ **Objective tone:** Free of any bias or prejudice caused by personal feelings.
- ✚ **Crux:** Anything that is difficult to explain.
- ✚ **Hypothesis:** Something that is taken for granted.

-  **Attribute:** Reputation.
-  **Dwindle:** To make less.

Lesson Activities (We Do): (40 minutes)

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Students will watch the video about argumentative essays and take notes.
- Slide 4:** Discuss the structure of an argumentative essay: topic, introduction, hook, and background statement. Students will answer question in Activity at the end of the slide: “Why should someone argue over an issue?”
- Slide 5:** Discuss the structure of an argumentative essay: body, claims, counterclaims, reason, evidence, rebuttal, and conclusion.
- Slide 6:** Students will watch the video about formal and informal writing and take notes.
- Slide 7:** Students will discuss five elements of formal style of writing: no contractions, avoid fillers, use precise words, avoid first and second person, and avoid slang.
- Slide 8:** Students will discuss eight elements of formal style of writing: confident tone, active voice, avoid clichés, be specific, avoid discriminatory language, avoid emotion, use proper punctuation, and vary sentence length.
- Slide 9:** Discuss objective tone in writing. Students will record main ideas in their notebooks.
- Slide 10:** Students will watch (1.30) short video about how to use tone in writing.
- Slide 11:** Discuss understanding norms and conventions of the discipline in which writing is done, including the position of the thesis and headings. Students will complete the activity question at the end of the slide: “Why is it important to have a main point?”
- Slide 12:** Discuss understanding norms and conventions of the discipline in which writing is done, including language, the use of visuals, and the use of quotations, paraphrasing, and summarizing. Students will complete the activity question at the end of the slide: “Why should a writer use quotation for other authors while writing?”
- Slide 13:** Discuss the various ways to document primary and secondary sources: APA and MLA styles. Students will record main ideas in their notebooks.
- Slide 14:** Students will watch a (2.03) video about quoting ideas in writing and take notes.
- Slide 15:** Students will watch a (1.40) video about plagiarism in writing and take notes.
- Slide 16:** Discuss the use of print or digital references to clarify correct vocabulary usage: glossary.
- Slide 17:** Discuss the use of print or digital references to clarify correct vocabulary usage: thesaurus and spell check in Microsoft Word.
- Slide 18:** Students will complete the one activity on this slide: “Identify which of the following sentences are in objective tone.”
- Slide 19:** Complete the matching activity with formal/informal words.

Break- 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 20:** Students will read the summary of the *Federalist No. 2* by John Jay. **DO NOT** read the entire text.
- Slide 21:** Students will read the excerpts from the *Federalist No. 2* and answer the two activity questions.
- Slide 22:** Students will “Wrap up” the lesson by copying the “Organization of Writing” diagram in their notes.
- Slide 23:** The Reading List converts the speech into Google Docs as a download which can be read as a collaborative group activity.
- Slide 24:** Students will record the Lesson Review in their notebooks.
- Slide 25:** Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 9. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 09, Part I

Day: 10

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock. Teachers can unlock the test, so student can retake the test.
- Students can retake 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): (10 minutes)

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

Lesson Activities and Review (We Do): (60 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.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Independent Work – Posttest (They Do): (40 minutes)

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

While students are working on independent work, teachers can:

- Validate all posttests are completed and remind students of missing/incomplete lessons.
- 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)

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 11

Topic/Lesson Title & Grade Results #: Lesson #1 Use Correct Spelling in Informational Writing

Objective(s): Students will be able to do the following:

Lesson A

- Convey complex ideas, concepts, and information through informative texts.
- Write an informative text through effective selection, organization, and analysis of content.
- Introduce a topic and organize ideas, concepts, and information to make connections and distinctions.
- Use formatting, graphics, and multimedia to aid in comprehension.

Lesson B

- Understand that correct spelling enhances writing.
- Identify that good word choice makes writing better.
- Analyze the role of contractions in writing.

Guiding Question(s):

Lesson A

- What are informational texts, and how are they structured?

Lesson B

- How do spelling errors affect writing?

TN Curriculum Standard(s):

- A. 9.W.TTP.2** Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- B. 9-10.L.CSE.2** Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

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 A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Discuss with students the elements of informational texts and the three basic rules to be followed while writing informational texts.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Bold letters:** Having darker thicker lines than standard type, fonts, or lettering.
- ✚ **Chronological:** Presented or arranged in the order in which events occur or occurred.
- ✚ **Clinch:** To settle in a positive way the outcome of something such as an argument.
- ✚ **Enhance:** To improve or add to the strength, worth, beauty, or other desirable quality of something.
- ✚ **Format:** The way in which something is presented, organized, or arranged.
- ✚ **Graphics:** The presentation of information in the form of diagrams and illustrations, instead of as words or numbers.
- ✚ **Heading:** A division into which the subject matter of a document, discourse, or discussion is divided.
- ✚ **Italics:** Printed in or using letters that slope to the right.
- ✚ **Multimedia:** Software and hardware capable of using a wide variety of media such as film, video, and music, as well as text and numbers.
- ✚ **Subheading:** A heading, or title subordinate to the main one italic.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Watch video about the different types of informational writing. Students will record main ideas in their notebooks.
- Slide 4:** Discuss the introduction paragraph(s) in informational writing. Students will complete the activity at the end of the slide: “Which among the following topics can be categorized as informational writing?”
- Slide 5:** Discuss the body paragraphs of informational writing. **DO NOT** read the body paragraphs of Flower Power.
Read only the excerpts from the essay that are on the slide. Students will complete the activity at the end of the slide: Matching text structures.
- Slide 6:** Discuss informational text structures: description, problem-solution, compare/contrast, cause-effect, and sequence. Tell students to record the diagram from the slide in their notebooks.
- Slide 7:** Discuss with students the text features of informational writing such as headings, subheadings, italics, bold letters, graphics, and multimedia. Tell students to copy the chart from the slide into their notebooks. Tell students to complete the activity at the bottom of the slide.
- Slide 8:** Tell students to complete the activity that explains the distinct purpose and advantage of each text feature: diagrams, flow diagrams, graphs, timelines, maps, tables, images, and photos.
- Slide 9:** Discuss the use of multimedia tools in writing such as sound effects.
- Slide 10:** Discuss writing a conclusion in informational writing. Students will **SKIP** the three activities at the end of the slide.

Lesson A Review: (10 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 11: SKIP this slide**
- Slide 12:** Students review informational writing structure by copying the chart into their notebooks.
- Slide 13:** Students may review any of the Reading List to review the how the captions, illustrations, headings, and subheadings contribute to informative writing.
- Slide 14:** Students will record the Lesson Review in their notes.
- Slide 15:** Students will record the Lesson Vocabulary Words in their notes.

Lesson B Introduction (I Do): (5 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.








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

Slide 2: Introduce the importance of proper spelling in writing. Students will watch video about common spelling rules.

Slide 3: Discuss the importance of spelling in writing and why spellcheck does not always work. Reference the spell check feature in MS word to show students how to utilize this feature in Microsoft Word.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Appealing:** That appeals; imploring.
-  **Condensation:** The act or process of reducing.
-  **Crane:** To raise our life.
-  **Precisely:** Correctly.
-  **Problematic:** Challenging.
-  **Sonnet:** Poem.
-  **Stable:** To dwell in an enclosed place.

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

The teacher will present the content on the slides while the students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: Students will watch video of Common Spelling Mistakes that even Native English Speakers Make (7:30).

Slide 5: Discuss with students the common types of spelling mistakes: homographs, homonyms, oronyms, pseudo-homophone, and pun-based homophones. Students will record these terms in their notes.

Slide 6: Students will watch video on word choice (3:07).

Slide 7: Discuss common spelling errors with contractions. Students will record the contractions chart in their notes.

Slide 8: Students will watch video about the differences between their/there/they're (2:54).

Slide 9: Students will complete the three spelling activities on the slide.

Slide 10: Students will complete the Drag and Drop Activity - review of homograph, homonym, and oronym.

Break – 10 minutes *(Site Administrator will work with teachers on breaks)*

Lesson Review: (5 minutes)

Teacher will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 11: Tell students to copy the “Words” diagram in their notebooks.

Slide 12: Students will record the Lesson Review in their notebooks.

Slide 13: Students will record the Lesson Vocabulary Words in their notes. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 1. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 12

Topic/Lesson Title & Grade Results #: Lesson #2 Writing Coherently Using Appropriate Words

Objective(s): Students will be able to do the following:

Lesson A

- Analyzing writing prompts to identify the task, audience, and purpose.
- Select an organization structure that is appropriate to task, audience, and purpose.
- Produce clear and coherent writing with fully developed ideas, organization, and style that is appropriate to the task, audience, and purpose.

Lesson B

- Determine the meaning of words using context clues.
- Locate the meanings of unknown words in dictionaries or online resources.
- Utilize new words effectively and expand your vocabulary.

Guiding Question(s):

Lesson A

- How do tasks, audience, and purpose impact writing?

Lesson B

- How do we determine the meaning of words using context clues?

TN Curriculum Standard(s):

- A. **9.W.PDW.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- B. **9.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)

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Discuss with students the importance of writing and its purpose.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Abbreviation:** A shortened form of a word or phrase.
- ✚ **Clarity:** The quality of being clearly expressed.
- ✚ **Coherence:** To be logically consistent.
- ✚ **Contraction:** A shortened form or shortening of a word or phrase.
- ✚ **Diction:** Choice of words to fit their context.
- ✚ **Slang:** Words, expressions that are casual, racy, or playful replacements for standard ones.
- ✚ **Spatial:** Relating to space.
- ✚ **Sentence pattern:** Meaningful linguistic unit.
- ✚ **Sequence:** Series or orders in which things are arranged.
- ✚ **Syntax:** the ordering of and relationship between the words and other structural elements in phrases and sentences.
- ✚ **Oar:** To row.
- ✚ **Fiasco:** A complete failure.
- ✚ **Dilemma:** Alternatives difficult to encounter.
- ✚ **Hieroglyphic:** A sacred character.
- ✚ **Luminous:** Shining or reflecting light.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Students will watch a 7-minute video about the Writing Process and record main ideas in their notebooks.

Slide 4: Students will watch a 3-minute video about Organization of Ideas and record main ideas in their notebooks.

Slide 5: Discuss with students two writing structures: sequence/chronological and cause/effect. Students will complete activity at the end of the slide in their notebooks: “How would you organize your essay on “Your Day in School?”

Slide 6: Discuss with students two writing structures: problem/solution and compare/contrast. Students will Complete activity at the end of the slide in their notebooks: “Which writing method should be used when you want to provide a suggestion to your peer?”

Slide 7: Discuss with students two writing structures: spatial order, order of importance, and description. Students will complete activity at the end of the slide in their notebooks: “How can you make the readers visualize the words?”

Slide 8: Discuss with students the different types of writing tasks and the different types of organization associated with these tasks. Students will complete the activity at the end of the slide in their notebooks: “What is informal writing?” Give two examples.

Slide 9: Discuss the different styles and tones of writing based on the target audiences addressed in writing: generalized groups, professionals, and larger academic communities. Students will complete the activity at the end of the slide in their notebooks: Who are the target audience for a scientific discovery?”

Slide 10: Discuss the four main purposes of writing: expository, persuasive, narrative, and descriptive. Students will record main ideas in their notebooks.

Slide 11: Students will watch 5-minute video about the four purposes of writing and record main ideas in their Notebooks.

- Slide 12:** Discuss clear and coherent styles of writing, which are determined by diction, syntax, and sentence pattern. Review the five main organizations of writing and when to use them:
sequential/chronological order, spatial order, cause/effect, compare/contrast, and problem/solution. Students will complete the activity question: “What will be the result of an unorganized writing?”
- Slide 13:** Discuss the use of transition words associated with different organization styles. Discuss avoiding slang in formal writing.
- Slide 14:** Students will watch video about 10 English Words with Slang Meanings and record main ideas in their notebooks:
- Slide 15:** Discuss the four different types of abbreviations used in writing: initialism, acronym, contractions, and SMS language. Students will complete the activity at the end of the slide in their notebooks: “What is the difference between abbreviation and slang?”
- Slide 16:** Students will complete a Sorting Activity in which they classify ten different writing texts as either narrative, explanatory, descriptive, persuasive, or informative.

Lesson Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 17:** Practice Activity: Students will read a paragraph from “Wit, Humor, Reason, Rhetoric, Prose, Poetry, and Story Woven into Eight Popular Lectures” and answer the three activity questions: “What style of writing do you infer?” “Who is the audience?” “What is the purpose of this writing?”
- Slide 18:** Students will copy and review the diagram about writing: purpose, audience, and task. They will also copy the diagram about academic writing: style, transition, and logical order.
- Slide 19:** Students will record the Lesson Review in their notes.
- Slide 20:** Students will record the Lesson Vocabulary Words in their notes.









Lesson B Introduction (I Do): (5 minutes)

Teacher will review today’s standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

- Slide 1:** Tell the students to write down the objectives in their class notebooks.
- Slide 2:** Teacher will share screen to show students 5-minute video about using context clues to determine meaning.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Colloquial:** Informal.
-  **Comprehend:** Understand.
-  **Deliberately:** Intentionally.
-  **Elocution:** Diction.
-  **Outlandish:** Unusual.
-  **Perusers:** Readers.
-  **Profundity:** Understanding.
-  **Underpinnings:** Ground works.

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

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Discuss with students the use of context clues to determine meaning of unfamiliar words and how they improve reading skills.

- Slide 4:** Tell students to draw the diagram about the five types of context clues into their notebooks: punctuation, definition, synonym, antonym, and general context.
- Slide 5:** Discuss with students the use of context clues: general text and punctuation. Students will complete the two activities at the bottom of the slide to identify the meaning of two words: *dwell* and *reveal*.
- Slide 6:** Discuss understanding the meaning of unfamiliar words using text and online resources: dictionary. Students will take notes on the six common uses of dictionaries.
- Slide 7:** Discuss with students the advantages and disadvantages of using text and online resources. Tell students to complete the two questions at the bottom of this slide. Students will record main ideas in their notes.
- Slide 8:** Discuss with students the importance of expanding your vocabulary and how to accomplish this task. Students will record main ideas in their notes.
- Slide 9:** Students will watch video about improving reading vocabulary and record the main ideas in their notes.
- Slide 10:** Students will complete matching activity with 15 lesson vocabulary words until they have mastered comprehension. They will probably need to use a dictionary to complete the activity.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 11:** Tell students to copy the context clues chart into their notebooks and review for posttest.
- Slide 12:** Students will complete a Drag and Drop activity over the six lesson vocabulary words. They can refer to **slide 15** to help them complete the activity.
- Slide 13:** **SKIP** slide with the Reading List.
- Slide 14:** Students will record the Lesson Review in their notebooks.
- Slide 15:** Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (45 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 2. This Posttest will count as the grade for the daily lesson.

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

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

- Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 13

Topic/Lesson Title & Grade Results #: Lesson #3 Strengthen Writing Using Appropriate Words

Objective(s): Students will be able to do the following:

Lesson A

- Identify the style and tone of writing according to the audience and purpose.
- Analyze when writing requires planning, revising, rewriting, editing, or a new approach.
- Develop and strengthen writing by engaging in the writing process.

Lesson B

- Determine the denotation and connotation of a word and its usage in its context.
- Analyze different degrees of connotation and its usage in writing.
- Justify an author's word choice based on the purpose of writing.

Guiding Question(s):

Lesson A

- What are some ways to strengthen writing?

Lesson B

- How do denotation and connotation impact the meaning of a word?

TN Curriculum Standard(s):

A 9.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.

B.9.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.

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 A Introduction (I Do): (15 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Tell students that good writing takes practice. Tell them to record in their notebooks how the main ideas strengthen writing. When finished, they will watch a video explaining the writing process.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Appropriate:** Suitable.
- ✚ **Apparent:** Visible to view.
- ✚ **Apathetic:** Void of feeling, or passionless.
- ✚ **Antagonistic:** Acting against.
- ✚ **Audience:** The people who read a writer's books.
- ✚ **Brainstorming:** To generate creative ideas.
- ✚ **Cliché:** Any similar reproduction of ornament, or lettering, in relief.
- ✚ **Convention:** General agreement.
- ✚ **Chauffeur:** One who manages the running of an automobile.
- ✚ **Editing:** Correcting errors and ensuring clarity and accuracy in writing.
- ✚ **Hostile:** An enemy.
- ✚ **Planning:** A method of doing something that is worked out in advance.
- ✚ **Punctuation:** The standardized non-alphabetical symbols used to organize writing.
- ✚ **Purpose:** The goal or intended outcome of something.
- ✚ **Revising:** Amend a text to correct, update, or improve it.
- ✚ **Rewriting:** To redraft a text by changing the wording or structure.
- ✚ **Saddlebags:** Leather bag used by horseback riders which hangs on each side.
- ✚ **Significant:** Having a major or important effect.
- ✚ **Tone:** The character of writing that indicates the attitude of the writer.
- ✚ **Writing Conventions:** Usual or customary way in which writing is done.

Lesson A Activities (We Do): (15 minutes)

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Discuss with students some ways to strengthen writing: Planning, Brainstorming, Mind Map, Linear Plan or Bullet Points, Simple Essay Plan, Serial Essay Plan, and Chronological Order. Students will record main ideas in their notebooks.
- Slide 4:** Students will watch video about the five steps of the writing process and record the steps in their notebooks. Students will also complete the activity at the bottom of the slide: "What is brainstorming?"
- Slide 5:** Discuss with students two more steps in the writing process: Drafting and Revising. Students will record main ideas in their notebooks. Students will complete the activity at the end of the slide: "Why should a writer review his/her writing?"
- Slide 6:** Discuss with students another step to strengthen writing: Editing. Tell students to record in their notebooks the five types of errors in the passage on the slide.
- Slide 7:** Students will watch video about ways to edit an essay. They will record the main ideas from video in their notebooks.
- Slide 8:** Discuss with students the writing conventions: mechanics, spelling, punctuation, and paragraph organization. Students will complete the activity at the end of the slide: "What are the three sections of a paragraph?"
- Slide 9:** Discuss with students the importance of Language Usage such as word order, active voice, verb tense, and subject-verb agreement. Students will complete the activity at the end of the slide: "What is the basic rule for subject-verb agreement?"
- Slide 10:** Discuss with students the use of Sentence Formations: phrases, clauses, and types of sentences. Students will record main ideas in their notebooks.
- Slide 11:** Students will watch the video about 4 Types of Sentences and record main ideas about each one.

- Slide 12:** Discuss with students the Common Errors to Check in the editing phase of the writing process: parallelism and wordiness.
- Slide 13:** Discuss with students the common errors to check in the editing phase of the writing process: Run-on Sentences, Sentence Fragments, and Consistency in Verb Tenses and Pronouns.
- Slide 14:** Students will watch video over common grammatical mistakes and record the main ideas in their notebooks.
- Slide 15:** Discuss audience-specific revision, style, and tone. Students will complete the activity at the end of the slide: “Give two examples for tone in writing with examples.”
- Slide 16:** Discuss how style and tone differ with different intended audiences. Students will complete the activity at the end of the slide: “Which of the following refers to conventions of writing?” and “Identify the correctly spelled words”.
- Slide 17:** Students will practice what they have learned in this lesson. Students will read a passage and answer four questions at the end of the slide in their notebooks.

Lesson Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 18:** Students will record the THREE diagrams from this slide in their notebooks. They will then review the content for the posttest.
- Slide 19:** Students will record the Lesson Review in their notebooks.
- Slide 20:** Students will record the Lesson Vocabulary Words in their notebooks.







Lesson B Introduction (I Do): (5 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

- Slide 1:** Tell the students to write down the objectives in their class notebooks.
- Slide 2:** Students will watch video to get a brief introduction about using context clues to understand the meaning of words.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Elucidation:** Clarification.
-  **Meticulousness:** Perfection.
-  **Sonnet:** Fourteen-line Poem with specific rhyme and rhythm.
-  **Sophisticated:** Classy.
-  **Optimistically:** Positively.
-  **Tinge:** Touch.

Lesson B Activities (We Do): (15 minutes)

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Discuss with students the meaning of *nuance*.
- Slide 4:** Discuss with students the meaning of *denotation* and record examples of denotation on the slides in their notebooks. Students will complete the activity at the end of the slide: denotative and connotative meaning of the word “blue.”
- Slide 5:** Discuss with students an example of denotation in literature from “Fire and Ice,” by Robert Frost.
- Slide 6:** Discuss with students the meaning of connotations and record examples of connotation on the slides

in their notebooks. Students will complete the two activity questions at the end of the slide.

Slide 7: Students will watch video to learn more about connotation in poetry and record main ideas in their notebooks.

Slide 8: Discuss with students some examples of connotation in literature from a poem by Walt Whitman. Students will complete the Drag and Drop activity at the end of the slide.

Slide 9: Discuss with students the Different Degrees of Connotation of all words: positive, neutral, or negative. Students will complete the Pairs Activity at the end of the slide.

Slide 10: Discuss the use of diction in writing and the factors that influence choice of words. Students will complete the activity at the end of the slide.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 11: Students will copy the Linguistics chart into their notebooks.

Slide 12: Students will record the Lesson Review in their notebooks.

Slide 13: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 3. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 14

Topic/Lesson Title & Grade Results #: Lesson # 4 Make Inferences and Cite Them

Objective(s): Students will be able to do the following:

Lesson A

- Understand the importance of citing sources in formal writing.
- Know the list of information mentioned in the bibliography.
- Demonstrate the ability to create bibliography for a variety of sources.

Lesson B

- Define inference.
- Understand the importance of making an inference.
- Learn the methods of making an inference and arriving at a conclusion.
- Practice ways to improve inferring skills and concluding strategies.

Guiding Question(s):

Lesson A

- What is a bibliography, and what is the purpose of a bibliography?

Lesson B

- What is inference, and how can readers infer from the text?

TN Curriculum Standard(s):

- A . **9.W. RBPk.8.** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- B. **9.W. RBPk.8** Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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 A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.




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

Slide 2: Discuss the definition of a bibliography and explain its purpose in writing. Students will record main

Ideas in their notebooks.

Slide 3: Discuss the details in a bibliography and format of a bibliography. Students will record the details in their notebooks.

LESSON A KEY VOCABULARY/TERMS:

-  **Acknowledge:** To recognize.
-  **Copyright:** To hold legal rights on a written work.
-  **Plagiarism:** A piece of writing that is copied and presented as being one's own work.

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

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 4: Discuss the Basic Rules to be Followed When Citing Sources. Students will record the three MLA formatting rules on this slide and complete the activity at the end of the slide.

Slide 5: Discuss the additional basic rules to be followed when citing sources. Students will record the rules on this slide in their notebooks.

Slide 6: Discuss the additional basic rules to be followed when citing sources. Students will record the rules on this slide in their notebooks.

Slide 7: Discuss with students how to create a bibliography using the MLA style for books and journal articles.

Slide 8: Discuss with students how to create a bibliography using the MLA style for websites, organizations, newspaper and magazine articles, and online periodicals.

Lesson A Supplemental: Flocabulary: Plagiarism and/or Safari: The Babbling Bibliography

Each of these interactive activities allow students to complete activities independently. Flocabulary activities consist of the following: (3:09) video, **Word Choice** (cite, common knowledge, credit, integrity, intellectual property, paraphrase, plagiarize, and quotation mark, source, works cited), **Build the Beat** using the vocabulary words in a sentence correctly, and **Break it Down** multiple-choice questions along with textual evidence to support answer choice).

Lesson Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 9: Tell students to write down in their notebooks the eight points to remember and answer the two questions at the bottom of this slide.

Slide 10: Students will record the Lesson Review in their notebook and complete activity by clicking on the **FIVE** review cards.

Slide 11: Students will record the Lesson Vocabulary Words in their notebooks and complete activity at the end of the slide.

Lesson B Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Discuss with students the definition of inference and instruct students to complete the activity at the end of the slide: "The author may not give complete information in the text. Why?"

Slide 3: Tell students to complete the puzzle on methods of inferring and record them in their notebooks. Students will complete the activity at the end of the slide: "What are points to remember while reading a text?"

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Antonym context clue:** Words having the opposite meaning are provided to understand the unfamiliar term.
- ✚ **Coherence inference:** It is also called text-connecting or inter-sentence inferences. This inference type helps to maintain textual integrity.
- ✚ **Denotation:** The actual meaning of a word.
- ✚ **Direct definition:** They provide the meaning of the difficult word directly.
- ✚ **Elaborative inference:** This inference type is used for filling in the missing information in the sentence.
- ✚ **Example context clue:** They list a few examples of the difficult word.
- ✚ **Figurative language:** Figurative language is a writing technique used by writers to capture the reader's attention.
- ✚ **Global inference:** Global inference technique assists the readers to arrive at an overarching idea about the main idea in a text.
- ✚ **Local inference:** This type of inference is used to understand the basics in the sentence.
- ✚ **Making inference:** A mental process through which the readers arrive at a logical conclusion based on specific evidence from the text.
- ✚ **Synonym context clue:** Words having nearly the same meaning are provided to understand the unfamiliar term.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

- Slide 4:** Students will read the two texts and answer the two activity questions about inference.
- Slide 5:** Discuss with students the types of inferences: Coherence, Elaborative, Local, and Global. Students will record the main ideas in their notebooks. They will also go through a slideshow about the four types of inferences.
- Slide 6:** Discuss with the students the three steps to Improving Inferring Skills. Students will record main ideas in their notebooks.
- Slide 7:** Discuss with students the "As I Read" graphic organizer and tell them to copy it into their notebooks.
- Slide 8:** Discuss with students that understanding context helps with deduce the meaning of certain words: context clues, denotation, and figurative language. Students will click on the three tabs and read the information on each tab.
- Slide 9:** Discuss the example of figurative language in "Letter from Birmingham Jail."
- Slide 10:** Students will complete the "Understanding the Context 1" activity on this slide by reading the text and answering the question at the end of the slide.
- Slide 11:** Students will complete the "Understanding the Context 2" activity on this slide by reading the Robert Frost's poem, *Stopping by Woods on a Snowy Evening* and answering the question at the end of the slide.

Lesson B Supplemental: Flocabulary: Inferencing and Safari: Rethinking Thinking

Each of these interactive activities allow students to complete activities independently. Flocabulary activities consist of the following: Video, **Word Choice** (conclusion, detail, evidence, infer, observe, and between the lines), **Build the Beat** using the vocabulary words in a sentence correctly, and **Break it Down** multiple-choice questions along with textual evidence to support answer choice).

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 12:** Students will record the Lesson Review in their notebooks and complete the review activity by clicking on the **FIVE** review cards.

Slide 13: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 4. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 15

Topic/Lesson Title & Grade Results #: Lesson #5: Parts of Speech and Figures of Speech

Objective(s): Students will be able to do the following:

Lesson A

- 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.

Lesson B

- Recognize figures of speech and their classification.
- Analyze the role of oxymorons and euphemisms in a text.
- Distinguish between the overused figure of speech and an original figure of speech.
- Evaluate if a figure of speech achieves its intended purpose.

Guiding Question(s):

Lesson A

- How does command of the conventions of standard English grammar improve writing?

Lesson B

- What are the five types of figures of speech, and what is the purpose of figurative language in writing?

TN Curriculum Standard(s):

A 9.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

B 9.L.CSE.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

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 A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen.

Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **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.

Lesson Activities (We Do): (20 minutes)

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 2: Discuss the use of nouns in writing. Students will watch the video at the end of the slide about identifying nouns.

Slide 3: Discuss the different types of nouns: proper, common, collective, and abstract. Students will record definitions in their notebooks.

Slide 4: Discuss the different forms of nouns: singular/plural, possessive, and compound.

Slide 5: Students will watch a video about identifying verbs. After the video, discuss the two types of verbs: action and linking. What is the difference between action and linking verbs?

Slide 6: Students will watch a video on the slide about linking verbs. After the video, we will discuss how to determine if the verb “look” is used as an action verb or linking verb since it can be used interchangeably.

Slide 7: Students will watch a video on the slide about helping verbs. After the video, we will discuss auxiliary, transitive, and intransitive verbs. Students will record main ideas in their notebooks. Hint: Transitive (Transfers action to an object)

Slide 8: Students will watch a video on the slide about prepositions. After the video, we will discuss the position of prepositions in sentences. Hint: (The subject is never located in the prepositional phrase)

Slide 9: Students will work independently to answer the six activity questions on the slide concerning preposition use.

Slide 10: Students will work independently to answer the six activity questions on the slide concerning preposition use.

Slide 11: Students will work independently to answer the six activity questions on the slide concerning preposition use.

Slide 12: Students will work independently to answer the six activity questions on the slide concerning preposition use.

Slide 13: Discuss the five types of nouns/pronouns that follow a preposition: proper nouns, common nouns, Noun group, gerund, and objective case pronouns. Complete the activity at the bottom of slide: Pick out the nouns and pronouns that follow the prepositions in the five sentences given below.

Lesson A - Supplemental: Flocabulary: Parts of Speech. Students should complete the embedded activities: Vocabulary Cards, Vocab Game, Break it Down Questions, and/or Lyric Lab.

Lesson A - Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 14: Students will complete Drag and Drop Activity over the Lesson Vocabulary Words: abstract noun, auxiliary, collective noun, object, proper noun, pronoun, and common noun.

Slide 15: Students will record the Lesson Review in their notebooks.

Slide 16: Students will record the Lesson Vocabulary Words in their notebooks.

LESSON B KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Metaphor:** a type of speech that compares two unrelated things without the help of the connecting words “like” or “as.”
- ✚ **Simile:** a type of speech that compares two unrelated things with the help of the connecting words “like” or “as.”
- ✚ **Hyperbole:** a statement or thought that is expressed in an exaggerated form.
- ✚ **Idiom:** a cluster of phrases or an expression with a minimum of two words which cannot be interpreted literally and works semantically in a sentence.
- ✚ **Oxymoron:** a distinct form of speech in which two contrary ideas or thoughts are placed next to each other.
- ✚ **Juxtaposition:** a literary technique wherein two words or phrases are placed side-by-side to stress their differences or similarities.
- ✚ **Euphemism:** a figure of speech that substitutes offensive or negative thoughts with more comforting or polite words.
- ✚ **Cliché:** a type of expression or idea that has been overworked to such an extent that it loses its literal meaning.

Lesson B - Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Discuss with students the definition of a figure of speech and how figures of speech add variety to the content and impact the readers. Students will record the main ideas in their notebooks.

Lesson B - Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Cemetery:** Graveyard.
- ✚ **Connotes:** Meaning.
- ✚ **Corpses:** Dead bodies.
- ✚ **Dedication:** Devotion.
- ✚ **Disconcerting:** Confusing.
- ✚ **Endeavour:** Effort.
- ✚ **Exaggerated:** Overstated.
- ✚ **Griest:** Bloodiest.
- ✚ **Mournful:** Sorrowful.
- ✚ **Semantically:** Interpretation of a word.
- ✚ **Subsidize:** Support.
- ✚ **Slaughterhouse:** A place where animals are killed for food.

Lesson B - Activities (We Do): (20 minutes)

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Discuss with students the five classifications of figures of speech: resemblance and relationship;

emphasis or understatement; figures of sound; verbal gymnastics; and errors. Students will copy diagram in their notebooks.

Slide 4: Begin discussing the various types of figures of speech: metaphor and simile. Students record the main ideas in their notebooks.

Slide 5: Students will watch a video to learn more about *Similes*.

Slide 6: Continue discussing the various types of figures of speech: hyperbole. Students record the main ideas in their notebooks.

Slide 7: Students will watch video to learn more about *Hyperboles*.

Slide 8: Continue discussing the various types of figures of speech: idioms. Students record the main ideas in their notebooks.

Slide 9: Continue discussing the various types of figures of speech: oxymoron. Students record the main ideas in their notebooks.

Slide 10: Discuss how to interpret oxymorons and juxtaposition in literature by analyzing an excerpt from *Hamlet*.

Slide 11: Continue discussing the various types of figures of speech: Euphemism. Students record the main ideas in their notebooks.

Slide 12: Discuss with students some of the overused figures of speech that lack originality and should not be used in writing.

Slide 13: Discuss with students the purpose of using a figure of speech in writing by analyzing an excerpt from *The Red Badge of Courage* by Stephen Crane. Examine how a figure of speech enhances an author's creation. Complete the Match the items and identification of oxymoronic phrases used in William Shakespeare's *Romeo and Juliet Act I Scene II*.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 14: Students will copy the chart on the slide into their notebooks.

Slide 15: Students will record the Lesson Review in their notebooks.

Slide 16: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 5. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 16

Topic/Lesson Title & Grade Results #: Lesson #6: Writing Phrases and Clauses Using Apostrophes and Quotation Mark

Objective(s): Students will be able to do the following:

Lesson A

- Understand the use of phrases and clauses in a selection of text.
- Evaluate how the use of different phrases and clauses contributes to the effectiveness of a selection of text.
- Evaluate a writer's use of different phrases and clauses to achieve a purpose.
- Enhance your writing with the effective use of clauses and phrases.

Lesson B

- Learn the function and use of apostrophes.
- Learn the function of quotation marks.
- Learn the punctuation conventions to follow with quotation marks.

Guiding Question(s):

Lesson A

- What are the different types of phrases and clauses used in writing?

Lesson B

- What are the functions of apostrophes and quotation marks?

TN Curriculum Standard(s):

- A. 9.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- B. 9.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; 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)

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (15 Minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Introduce the students to the purpose of phrases and clauses.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Boyhood:** State of youth or adolescence.
- ✚ **Encoffined:** Placing of a corpse in a coffin.
- ✚ **Entombment:** Placing a corpse in a tomb.
- ✚ **Legitimate:** Genuine.
- ✚ **Lucidity:** Clarity.
- ✚ **Melancholic:** Sad.
- ✚ **Modifier:** An element that presents in phrase structure or clause structure.
- ✚ **Proprietor:** Owner.
- ✚ **Supernatural:** Paranormal.
- ✚ **Succinct:** Concise.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Discuss with students the definition of a phrase and explain the different types: noun phrase, gerund phrase, infinitive phrase, and appositive phrase. Students will record the main ideas in their notebooks. Students will complete the activity at the end of the slide.

Slide 4: Discuss with students the different types of phrases: verb phrase, adverbial phrase, adjective phrase, and participial phrase. Students will record the main ideas in their notebooks. Students will complete the activity at the end of the slide.

Slide 5: Discuss with students the definition of a phrase and explain the different types: prepositional phrase and absolute phrase. Students will record the main ideas in their notebooks. Students will complete the activity at the end of the slide.

Slide 6: Students will watch a video to learn more about prepositional phrases and record the main ideas in their notebooks.

Slide 7: Discuss with students the definition of a clause and explain the different types: independent and dependent. Students will record the main ideas in their notebooks. Students will complete the activity at the end of the slide.

Slide 8: Students will watch a video to learn more about dependent and independent clauses and record the main ideas in their notebooks.

Slide 9: Discuss with students the different types of clauses: noun clause, adverbial clause, adjectival clause, and relative clause. Students will record the main ideas in their notebooks. Students will complete the activity at the end of the slide.

Slide 10: Discuss with students the effectiveness of clauses and phrases. Students will complete the activity questions at the end of the slide.

Lesson A Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 11: Students will copy the chart about clauses and phrases into their notebooks and study for the posttest.

Slide 12: Students will record the Lesson Review in their notebooks.

Slide 13: Students will record the Lesson Vocabulary Words in their notebooks.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Introduction (I Do): (5 minutes)





Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Students will watch a video about using apostrophes with possessive nouns and omitting them with pronouns. Students will record main ideas in their notebooks.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Contracted:** Reduced in size.
-  **Interrogative:** Asking a question.
-  **Omission:** Leaving something out.
-  **Possessive:** Of or relating to ownership or possession.

Lesson B Activities (We Do): (15 minutes)

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Discuss the use of apostrophe if there are two or more possessors of a certain object. Also discuss the difference between its/it's.

Slide 4: Students will watch video on punctuating dialogue and discuss the first rule of using quotation marks: "Commas and periods are placed inside the closing quotation mark."

Slide 5: Discuss with students' rules 2 and 3 concerning quotation marks. Students will record main ideas in their notebooks.

Slide 6: Discuss with students rule 4 concerning quotation marks: the placement of question marks and exclamation points in dialogue.

Slide 7: Discuss with students three helpful hints to keep in mind while using quotation marks. Students will record main ideas in their notebooks.

Slide 8: Students will complete Drag and Drop review activity with four terms.

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment

Slide 9: Students will record the Lesson Review in their notebooks.

Slide 10: Students will record the Lesson Vocabulary Words in their notebooks and review for posttest. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 6. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 17

Topic/Lesson Title & Grade Results #: Lesson #7: Capitalizing Sentences Correctly

Objective(s): Students will be able to do the following:

Lesson A

- Learn the various patterns of sentences.
- Identify sentences as simple, compound, complex, or compound- complex.

Lesson B

- Understand the importance of capitalization.
- Learn the rules of capitalization.
- Identify proper and improper capitalization in sentences and learn how to use capitalization at appropriate places.

Guiding Question(s):

Lesson A

- What are the four different patterns of sentences?

Lesson B

- Why is capitalization important?

TN Curriculum Standard(s):

- A. **9.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- B. **9.L.KL.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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 A Introduction (I Do): (10 minutes)

Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Review with students the two types of clauses: independent and dependent. Introduce the four types of sentences: simple, compound, complex, and compound- complex. Students will record the main ideas in their notebooks.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Clause:** A group of words containing a subject and a predicate.
- ✚ **Complex:** Consisting of many related parts.
- ✚ **Compound:** Combination of two or more.
- ✚ **Dependent:** Requiring support.
- ✚ **Independent:** Not relying on anything.
- ✚ **Nonessential:** Unimportant.
- ✚ **Predicate:** A part of the sentence that has the verb and tell about the subject.

Lesson A Activities (We Do): (15 minutes)

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Discuss the definition and look at examples of simple sentences.

Slide 4: Discuss the definition and look at examples of compound sentences. Students will write down the acronym FANBOYS to memorize all the coordinating conjunctions.

Slide 5: Discuss the definition and look at examples of complex sentences and how they are created with subordinating conjunctions or relative pronouns.

Slide 6: Discuss with students the definition and examples of compound-complex sentences. Students will record the three punctuation patterns in their notebooks.

Slide 7: Students practice what they have learned by completing the three activities that ask them to create different types of sentences: compound, complex, and compound- complex.

Slide 8: Students will complete the four activities on the slide in their notebooks.

Slide 9: Students will complete the Drag and Drop activity over the Lesson Vocabulary words.

Lesson A Supplemental: Safari: Sentences: Simple, Compound, Complex, Compound-Complex

Lesson A Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 10: Students will record the Lesson Review in their notebooks.

Slide 11: Students will record the Lesson Vocabulary Words in their notebooks.

Lesson B Introduction (I Do): (10 minutes)

Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Introduce the importance of proper capitalization to show the importance of certain words. Students will answer the true/false question in the activity at the end of the slide.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Interjection:** A word or a group of words that expresses feelings.
- ✚ **Pronoun:** It is a word that takes the place of a noun.

- ✚ **Proper noun:** It denotes a particular person, place, or a thing.
- ✚ **Proper adjective:** Proper adjectives are formed from proper nouns.
- ✚ **Quotation:** A short note citing the source of information.
- ✚ **Scripture:** Writing that is considered sacred by a group of people.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Students will watch video about capitalizing proper nouns and proper adjectives. They will record main ideas about the first rule of capitalization in their notebooks from the activity at the end of the slide.

Slide 4: Students will practice what they learned on slide 3 by completing the four activities on slide 4.

Slide 5: Discuss the second rule of capitalization: titles of persons. Students will review the chart at the bottom of the slide that contains examples of the two parts of the second rule.

Slide 6: Discuss the third rule of capitalization: titles of works.

Slide 7: Students will practice the capitalization rules by completing the two activities on this slide.

Slide 8: Discuss the fourth and fifth rules of capitalization: the first word of a quote and one-letter words (I, O).

Slide 9: Students will take notes on a memorization technique to help them remember the five rules: M.I.N.T.S.

Lesson B Supplemental: Flocabulary: Capitalization

Break – 10 minutes *(Site Administrator will work with teachers on breaks)*

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 10: Students will record the Lesson Review in their notebooks.

Slide 11: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (45 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 7. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 18

Topic/Lesson Title & Grade Results #: Lesson #8: Write Parallel Structures with Correct Use of Semicolons and Conjunctive Adverbs

Objective(s): Students will be able to do the following:

Lesson A

- Use correct parallel structure in items in a series.
- Identify errors in parallel structure.
- Demonstrate correct use of parallel structure in writing.
- Use correct parallel structure while speaking.

Lesson B

- Analyze the use of a semicolon to combine two independent clauses.
- Choose an appropriate conjunctive adverb to demonstrate the relationship between two independent clauses.
- Evaluate the best use of a comma and coordinating conjunction to join two independent clauses.

Guiding Question(s):

Lesson A

- What is parallel structure, and how does it improve writing?

Lesson B

- How do you use semicolons and conjunctive adverbs to connect two independent clauses?


TN Curriculum Standard(s):

- A. **9.L.KL.3a** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- B. **9.L.KL.3a** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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

LESSON KEY VOCABULARY/TERMS:

-  **Parallel structure:** it occurs when two or more words, phrases, or clauses have a similar grammatical structure in a sentence.

Attendance in PowerSchool- (5 minutes)

Lesson A Introduction (I Do): (10 minutes)






Teacher will review today's standards and objectives while students take notes and listen. Teacher may either read the text aloud or play the audio on the bottom of the screen for the slides listed below.

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

Slide 2: Tell the students that they will learn about the importance of various elements used in creating a parallel structure. Show the students the video on the slide about parallel structure. Students will record main ideas in their notebooks.

Lesson A Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Chuckled:** Giggled
-  **Clumsiness:** Awkwardness
-  **Evocative:** Suggestive
-  **Reiteration:** Reputation
-  **Oration:** Speech

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 3: Discuss with students the rules of parallel structure. Students will record the examples in their notebooks.

Slide 4: Continue discussing with students the rules of parallel structure. Students will record the examples in their notebooks.

Slide 5: Discuss with students how to show contrast while using parallel structure. Students will record main ideas in their notebooks.

Slide 6: Discuss with students the uses of parallelism in writing: effectiveness, balance, and rhythm. Students will record main ideas in their notebooks.

Slide 7: Discuss with students the use of parallelism in speaking: invoking emotions and motivating the audience. Students will record main ideas in their notebooks.

Slide 8: Discuss with students the purpose of parallelism in writing. Students will record main ideas in their notebooks.

Slide 9: Discuss how to detect and correct faulty parallelism in writing. Students will record main ideas in their notebooks.

Slide 10: Show the students the video about faulty parallelism. Students will record main ideas in their notebooks.

Slide 11: Students will complete the five activity questions on the slide. In each activity, there are 3 sentences. Two of the sentences are parallel with each other; one of the sentences is not parallel. Click on the sentence that is NOT parallel.

Slide 12: Students will complete the activity on the slide, which involves sorting five sentences as either parallel or NOT parallel.

Lesson A Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 13: Students will copy the parallel structure diagram in their notebooks and review for the posttest.

Slide 14: Students will record the Lesson Review in their notebooks.

Slide 15: Students will record the Lesson Vocabulary Words in their notebooks.

Lesson B Introduction (I Do): (10 minutes)







Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Tell students how clauses are created and what makes a clause independent.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Digital marketing:** This is an element of marketing that utilizes the internet for promoting products or services.
-  **Linguistically:** Grammatically.
-  **Intolerance:** Inability to digest or being sensitive to a particular food product or drug. (In medical terms)
-  **Prominence:** Importance.
-  **Succinct:** Concise.
-  **Syndicate:** Association.

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

The teacher will present the content on the slides while students take notes. As a whole group, complete the Practice Activities and discuss.

Slide 3: Explain to students how to combine two independent sentences into one compound sentence.

Slide 4: Discuss with students how to combine two independent clauses with a semicolon.

Slide 5: Students will complete the three true/false questions about using semicolons.

Slide 6: Show students the video on semicolons and how to use them. Students will record main ideas in their notebooks.

Slide 7: Discuss with students how to use semicolons with items in a series. Students will record main ideas in their notebooks. Students will complete the two activities at the end of the slide.

Slide 8: Discuss with students how to use semicolons with a conjunctive adverb and a comma to join two independent clauses to create a compound sentence. Students will record main ideas in their notebooks.

Slide 9: Show students the video on relative or conjunctive adverbs and how to use them. Students will record main ideas in their notebooks.

Slide 10: Discuss with students how to combine two independent clauses with a comma and a coordinating conjunction. Students will record main ideas in their notebooks.

Slide 11: Show students the video on coordinating conjunctions and how to use them. Students will record main ideas in their notebooks.

Slide 12: Tell students to complete the six activities on this slide.

Slide 13: SKIP this slide. This activity does not have an answer key.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 15: Students will copy the chart about clauses and compound sentences: they will study this chart before the posttest.

Slide 16: Students will record the Lesson Review in their notebooks.

Slide 17: Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (40 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 8. This Posttest will count as the grade for the daily lesson.

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

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

Summer School Lesson Plan

Subject/Grade: English 9, Part II

Day: 19

Topic/Lesson Title & Grade Results #: Lesson #9: Write a Narrative and Edit Based on Style Manual Writing

Objective(s): Students will be able to do the following:

Lesson A

- Define narrative writing.
- Detail the steps in narrative writing.
- Identify works of narrative fiction and nonfiction.

Lesson B

- Understand the importance and uses of citing sources.
- Demonstrate the purpose of using different style manuals.
- Evaluate if a source is valid and scholarly.

Guiding Question(s):

Lesson A

- What is narrative writing?

Lesson B

- How and where will you cite sources in your arguments?

TN Curriculum Standard(s):

- A. **9.L.CSE.2a** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- B. **9.L.CSE.2a** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; 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)

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

- ✚ **Narrative Writing** is writing that tells either a fictional (made-up) or real story.
- ✚ **Conflict:** It arises when opposing factors emerge as multiple actions develop.
- ✚ **Fictional Narrative:** This type of narrative writing is based on made-up stories.
- ✚ **Narrative Nonfiction:** The writer tells about a real event that happened to real people.
- ✚ **Personal Narrative:** Writers use their own experiences to build stories about themselves.

Attendance in PowerSchool – 5 minutes





Lesson A Introduction (I Do): (5 minutes)

Teacher will review today's standards and objectives while students take notes and listen.

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

LESSON A KEY VOCABULARY/TERMS:

Students should record all vocabulary words and definitions in their notes.

-  **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.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

Slide 2: Discuss what narrative writing is. Identify the elements of plot. Students will record main ideas in their notebooks.

Slide 3: Discuss the six types of conflict. Students will record main ideas in their notebooks.

Slide 4: Discuss the tips to keep in mind when mapping out a story. Students will record main ideas in their notebooks.

Slide 5: Discuss writing tips for narrative nonfiction. Students will record main ideas in their notebooks.

Slide 6: Discuss writing tips for personal narratives. Students will record main ideas in their notebooks.

Slide 7: Students will complete the Drag and Drop activity on the slide over the Lesson Vocabulary words.

Lesson A Review (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

Slide 8: Students will record the Lesson Review in their notebooks.

Slide 9: Students will record the Lesson Vocabulary Words in their notebooks.

Lesson B Introduction (I Do): (5 minutes)











Teacher can either read the text aloud or play the audio located on the bottom of the screen.

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

Slide 2: Introduce to students the importance of referencing and formatting sources in writing. Show students the video about how to cite sources in writing.

Lesson B Vocabulary:

Students should record all vocabulary words and definitions in their notes.

-  **Acknowledgement:** Credit.
-  **Biomedical:** Concerning both biology and medicine.
-  **Humanities discipline:** A study related to human society and culture.
-  **Indent:** An empty space left at the beginning of a paragraph.
-  **In-text:** Within a text.
-  **Legibility:** Understanding.
-  **Reference:** Is an act of mentioning or citing something.
-  **Replication:** Repetition.
-  **Sur name:** Last name.
-  **Unceremonious:** Casual.

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

The teacher will present the content on the slides while the students take notes and listen. As a whole group, complete the Practice Activities and discuss.

- Slide 3:** Discuss with students the definition of referencing and the steps in referring to a source: in-text citation and reference lists. Students will complete the activity at the end of the slide.
- Slide 4:** Discuss with students the two systems used for referencing style manuals: Documentary Note system and Parenthetical system. Students will copy the chart into their notebooks.
- Slide 5:** Introduce the four most common referencing styles used in academic writing. Focus on Harvard style on this slide.
- Slide 6:** Discuss with students the APA referencing style. Students will record main ideas in their notebooks.
- Slide 7:** Discuss with students the MLA referencing style. Students will record main ideas in their notebooks.
- Slide 8:** Discuss with students the Vancouver referencing style. Students will record main ideas in their notebooks. Students will complete the activity at the end of the slide: “Where is Vancouver referencing style largely used?”
- Slide 9:** Show students the video about parenthetical citations. Students will record main ideas in their notebooks.
- Slide 10:** Discuss with students the MLS style manual to format a paper, including the works cited page. Students will record main ideas in their notebooks.
- Slide 11:** Show students the video about Works Cited page. Students will record main ideas in their notebooks. Students will record main ideas in their notebooks.
- Slide 12:** Discuss with students how to cite different sources: book, magazine, website, and motion picture. Students will complete the activity at the end of the slide. Students will record main ideas in their notebooks.
- Slide 13:** Discuss with students the scholarly sources most used in academic writing. Students will record main ideas in their notebooks.
- Slide 14:** Discuss with students the proper formatting guidelines used in formal writing: margins, indentations, fonts, spacing, alignment, and page numbers. Students will complete the activity at the end of the slide.
- Slide 15:** Students will complete three practice activities on the slide.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson B Review: (5 minutes)

Teachers will review lesson notes with students and answer any remaining questions before students complete their assessment.

- Slide 16:** Students will copy the referencing/formatting guidelines chart in their notebooks and review for the posttest.
- Slide 17:** Students will record the Lesson Review in their notebooks.
- Slide 18:** Students will record the Lesson Vocabulary Words in their notebooks. Have students review the slides and their notes to prepare for the post test.

Independent Work – Posttest (They Do): (50 minutes)

Explain to students that they will be assessed and will work independently. Encourage them to think critically and to do their very best on the Posttest. Answer the 20 multiple-choice questions over Lesson 9. This Posttest will count as the grade for the daily lesson. Students will review and complete any incomplete/missed/failed coursework.

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

Exit Ticket: Write on a sticky note explaining what you learned in class today.

Summer School Lesson Plan

Subject/Grade: English 9/Part II

Day: 20

Topic/Lesson Title & Grade Results #: Review Lessons & Quizzes

Objective(s):

- Students will review and complete all incomplete/missed/failed coursework.
- Students can retake daily post-tests up to three (3) times before tests lock. Teachers can unlock the test, so students can retake the test.
- Students can retake 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): (10 minutes)

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

Lesson Activities/Supplemental (We Do) – 40 minutes.

Break – 10 minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review (We Do): (10 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.

Independent Work – Posttest (They Do): (50 minutes)

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

While students are working on independent work, teachers can:

- Validate all posttests are completed and remind students of missing/incomplete lessons.
- 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)