



# BETHANY

## LUTHERAN COLLEGE

### Weekly Block Plan

Teacher: Anna Wiechmann

Week of : March 13, 2017-March 17, 2017

Subject: English 10

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Standard				
9.4.10.10 B	9.4.10.10 B	9.4.10.10 B	9.4.1.1 9.4.2.2 9.4.3.3 9.4.5.5 9.4.6.6 9.9.1.1 ACD	9.4.1.1 9.4.2.2 9.4.3.3 9.7.1.1 9.7.2.2 9.7.4.4 9.7.9.9 9.9.8.8 B
Learning Objective(s)				
TSW demonstrate their understanding of the plot, setting, characters,	TSW demonstrate their understanding of the plot, setting, characters,	TSW watch the film <i>Angus</i> .	TSW watch the film <i>Angus</i> .	TSW demonstrate their understanding of <i>To Kill a Mockingbird</i> , <i>The</i>

and theme of <i>The Curious Incident of the Dog in the Night-Time</i> through a final project of their choosing.	and theme of <i>The Curious Incident of the Dog in the Night-Time</i> through a final project of their choosing and presenting the project to the class.			<i>Curious Incident of the Dog in the Night-Time</i> , and <i>Angus</i> by comparing and contrasting the three in relation to the theme, "There is no normal."
Materials Needed (includes text and text pages)				
S: Rubric for CIDN Summative S: Materials for Final Project	S: Rubric for CIDN Summative S: Final Project	T: Copy of <i>Angus</i>	T: Copy of <i>Angus</i>	T: 115 Copies of <i>Angus</i> Response Paper S: Paper and a pencil or their iPad
Basic Outline				
<ol style="list-style-type: none"> <li>1. Review rubric</li> <li>2. Overview plan for the week</li> <li>3. Work time</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students fill out rubric.</li> <li>2. Any students who prepared monologues for their final project should present them.</li> <li>3. Play the board games that people have created for their final projects.</li> </ol>	<ol style="list-style-type: none"> <li>1. Watch <i>Angus</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Watch <i>Angus</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Overview writing assignment.</li> <li>2. Writing time for students</li> </ol>
Lesson Assessment: Formative (Guided Practice)				
N/A	N/A	N/A	N/A	N/A

Lesson Assessment: Summative (Independent Practice)				
Students have the option to choose between seven different final projects to demonstrate their understanding of the plot, characters, setting, theme and style of <i>The Curious Incident of the Dog in the Night-Time</i> . Some of the project possibilities include writing and delivering a monologue, creating a collage, newspaper, comic book, board game, or pieces of art, or writing an essay. All options include a writing element and will be graded on how well they address the elements of literature related to the novel.	N/A	N/A	N/A	Students will write an essay in class relating TKAM, CIDN, and Angus, defending the theme, "There is no normal."
Differentiation and Accommodations (be specific according to IEPs)				
N/A	N/A	N/A	N/A	Students may use their iPad to type their paper or handwrite it. Students may work on the paper in the SPED room, if stipulated by their IEP or 504 plan.
Reflection #1 and #6 (Did you meet the objectives and what would you do differently next time)				
Worked toward daily objectives. I won't know if the students fully met the objectives until I grade their final projects. Would not make changes to the lesson, because the	This was a really enjoyable day for me and the students. From what I was able to see during class, most students did a great job of capturing the plot, characters, and setting,	Met daily objectives. Would not make changes to the lesson, because the film is part of Hennen's curriculum. If it were my classroom, I might look for a different movie, simply	Met daily objectives. Would not make changes to the lesson, because the film is part of Hennen's curriculum. If it were my classroom, I might look for a different movie, simply	Met daily objectives. Some students opted out of taking the quiz, because they were not far enough in the reading. Students need to pass all formatives with 70% or higher to

<p>students need the reading time.</p>	<p>but for the board games, most of the students struggled to incorporate theme. I think the essay option for assessment will largely be the most successful. In the future, I would still like to give the students a variety of options, but I would like to have the rubric better tailored to each project. I also would only do three or four options, opposed to seven.</p>	<p>because this one had several moments which were not classroom appropriate.</p>	<p>because this one had several moments which were not classroom appropriate.</p>	<p>submit their final project, meaning that those students will need to make up the quiz on Monday, before the final is due on Tuesday (3/14). The whole high school participated in CPR training, so my Seventh Hour did not meet. Their quiz is pushed back to Monday.</p>
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