



BETHANY

LUTHERAN COLLEGE

Weekly Block Plan

Teacher: Anna Wiechmann

Week of : March 6, 2017-March 10, 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 read pages 164-221 of CIDN and be able to answer recall	TSW read pages 164-221 of CIDN and be able to answer recall	TSW read pages 164-221 of CIDN and be able to answer recall	TSW be able to discuss the plot, theme, characters, setting, and	TSW be able to answer recall based questions on the text with at least

based questions on the text.	based questions on the text.	based questions on the text.	style of CIDN. TSW evaluate the text's relevance to their own life.	70% accuracy. TSW demonstrate their knowledge of the elements of literature in CIDN through a final project.
Materials Needed (includes text and text pages)				
T: 115 Copies of the Rubric for CIDN Summative S: Copies of Book S: Reader's Response Journal	S: Copies of Book S: Reader's Response Journal	S: Copies of Book S: Reader's Response Journal	T: Copy of CIDN	T: 115 Copies of CIDN Quiz 3
Basic Outline				
1. Give out rubrics 2. Overview Upcoming deadlines 3. Reading time	1. Overview Upcoming deadlines 2. Reading Time 3. Look over RR journals	1. Overview Upcoming deadlines 2. Reading Time 3. Look over RR journals 4. Meet individually to talk about final	Discussion Day	1. Quiz on the final part of the novel 2. Review rubric 3. Work Time for final
Lesson Assessment: Formative (Guided Practice)				
			Although ungraded, students will participate in a whole class discussion.	Students will take a quiz on the final third of the novel, using recall and inference based questions.

Lesson Assessment: Summative (Independent Practice)

Summative Assessment: Students have the option to choose between seven different final projects to demonstrate their understanding of the plot, characters, setting, theme and style of *The Curious Incident of the Dog in the Night-Time*. 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.

Differentiation and Accommodations (be specific according to IEPs)

Students may either read from a hard copy or a digital copy and/or listen to an audiobook of the novel.

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If students were unable to complete the reading in the allotted class, they can elect to take the quiz on Monday or in the SPED classroom. Select students are permitted to work on projects in the media center or conference rooms, in order to have a less distracting work environment.

Reflection #1 and #6 (Did you meet the objectives and what would you do differently next time)

Met daily objectives. Would not make changes to the lesson, because the students need the reading time.

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Absolutely met daily objectives. I wouldn't have changed anything about these lessons. Hennen observed Second Hour and Perkins observed Fourth Hour. Both

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

			observations went very well. Wide range of student participation.	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.
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