



6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Nancy Allen	Grade: 12
Week of: August 19-23	MyPerspectives Unit: ____ Lesson Numbers: ____

Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	“Crying in H Mart” TDQ Quiz “Memoir Brainstorm 1: People and Places”	“Chameleon” Day 1 Front Load Vocabulary Close Read	“Chameleon” Day 2 Discussion Questions Group work	Complete close read. “Memoir Brainstorm 2: Identity	Flex time for completion of activities
2. What standard(s) are the primary focus of the lesson?	W.12.2	RL.KID.12.3	RL.KID.12.3	RL.KID.12.3 W.12.2	RL.KID.12.3 W.12.2
3. Based on the objectives, what will students know and be able to do after the lesson?	Students reflect on prompts and pick 2 questions to discuss to help them think about the significance of people and places in their lives.	Students will be front loaded vocabulary and building vocabulary skills to prep for the ACT	Students will continue to read and analyze for how the narrator and how he defines his identity in groups	Flex time to complete the close read (if necessary) Students will brainstorm ideas for their memoir.	Students will brainstorm ideas about identity for their memoirs. Students free-write for ten minutes on a chosen topic, “Chameleon” TDQ Quiz
4. What are the most important aspects of this text and how are questions focused on them?	What characters in your life have made you who you are?	What characters are presented? Why are they important? How did the narrator	What characters are presented? Why are they important? How did the narrator	Students reflect on prompts with partners and pick 2 questions to discuss to help them think	What has shaped your identity?

<p>Note the “Must Ask” questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These questions should represent part of your “Checks for Understanding” during the lesson.</p>		<p>develop over the course of the text?</p>	<p>develop over the course of the text?</p>	<p>about the significance of their identity.</p>	
<p>5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.</p>	<p>Ensure that students understand the goal: to explore and elaborate on an idea without concern for spelling, complete thoughts, or grammar.</p>	<p>Students may misinterpret vocabulary based on context clues</p>	<p>Students may have a lack of knowledge of apartheid South Africa</p>	<p>Vocabulary has been frontloaded, so this shouldn’t be a problem.</p>	<p>Ensure that students understand the goal: to explore and elaborate on an idea without concern for spelling, complete thoughts, or grammar. Sentence stems, probing questions.</p>
<p>6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?</p>	<p>Students will share quick writes and ask questions.</p>	<p>Students will use context clues to define vocabulary.</p>	<p>Students will use the vocabulary words in context. Students will write a summary of what we read throughout the day.</p>	<p>Students will read a quote from the author about “Chameleon.”</p>	<p>Brainstorming Quick Write</p>
<p>7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?</p>	<p>Quick Write</p>	<p>Cold call, exit tickets.</p>	<p>Cold call, quick write.</p>	<p>Gallery Walk</p>	<p>Quick Write</p>
<p>8. Note the questions you could ask within the lesson to probe students’ answers and to ensure they are being precise with the evidence they are using.</p>	<p>What moments and experiences define me? How do I tell my story?</p>	<p>How can identity be shaped by several factors? How does the author use scenes to develop multiple themes.</p>	<p>How can identity be shaped by several factors? How does the author use scenes to develop multiple themes.</p>	<p>How can identity be shaped by several factors? How does the author use scenes to develop multiple themes.</p>	<p>Read a quote about the people and places in our lives affect who we are today.</p>

9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Share quick writes and ask questions.	Students will write a summary of what we read throughout the day	Exit Ticket: How do the author's descriptions of his childhood in South Africa affect the reader?	Parking Lot: what is one question you would ask the narrator?	Share quick writes and ask questions.
10. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?	I will assess students' preparation for the narrative writing.	Students will use their knowledge of memoirs to identify the details.	I will assess students understanding of how our surroundings/childhood define our identity.	I will continue to analyze student understanding of the structure of a memoir.	I will assess student preparation for the narrative writing.
Additional Considerations					
If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework?	NA	NA	NA	NA	NA
What materials are needed to execute the lesson?	Student devices, photocopies of stories, chart paper, guided brainstorming handouts.	Student devices, photocopies of stories, chart paper, guided brainstorming handouts.	Student devices, photocopies of stories, chart paper, guided brainstorming handouts.	Student devices, photocopies of stories, chart paper, guided brainstorming handouts.	Student devices, photocopies of stories, chart paper, guided brainstorming handouts.