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| **DATE** | **IN-CLASS** | **HOMEWORK** |
| **Monday**  **2-20** | **Objectives: To write persuasively**  **Instructions on Board:** Get IRT book, get out sample letter, and outline for hero nomination letter  **Agenda:**   * IRT reading 10 minutes – while students are reading, do a visual check that they all have a completed outline. Record on the attendance record C= Complete, P=Partially complete, I= Incomplete * Explain that they will be moving to the media center to write the draft of their letter in a Google Doc. Emphasize that they MUST use their student email to sign into Google Drive and then create the letter as a Google Doc. They should then SHARE the Google Doc with another member of their table so that each person has someone else to peer edit their draft. * Move to Media Center. Students should spend the rest of the class period writing. Remind them to use the sample letter as a reference for how to format the letter with address of origin, date, address to recipient, salutation, block paragraphs, closing, and signature. * If anyone finishes early, they can read (IRT) or look for a good book to checkout and then read. ☺ | 1. Complete draft of nomination letter. Be sure to include an authentic audience and purpose in the letter. |
| **Tuesday**  **2-21** | **Objectives**: **To practice close reading skills, develop vocabulary from reading, and track textual evidence**  **Handouts to pick up on entering room:**  Vocabulary list, Prologue text  **Instructions on board:** Get IRT book and textbook  **Agenda**:   * IRT reading 10 minutes * Close reading activity: Give each table a copy of “Oedipus Rex Close Reading Annotation” instructions. On their copy of the Prologue, have students work together in groups to read Prologue (aloud), and annotate each of the 7 items on the instructions * Check for understanding: Ask the following questions – What is the current problem in Thebes? (205)  How does Sophocles indirectly characterize Oedipus as a man of good character? (205-206)  What has Oedipus done in the past to rescue the city once before? (206)  What action has he taken to rescue the city now? (206) * Use textbooks to pick up the reading on page 207. Have students volunteer to read the three parts (Priest, Oedipus, Creon) and read aloud until the Prologue ends on page 209. * Check for understanding: Ask the following questions and have them record answers in notes: What news does Creon bring from the oracle? (207) Why were the people of Thebes unable to find the murderer when it was first reported? (208) * Give students the Tracking Textual Evidence Handout and tell them to **review** the Prologue for evidence of Tragic Hero: mighty, Motif: captain, and Motif: Light/Dark. Remind them to include speaker, portion of the quote, line number and page number. Have them highlight the instructions on the handout that says “Fit as many examples as you can in the boxes” so they understand that this chart is for all of Part I and they will have more than 3 examples for each column. * Vocabulary. Today’s reading includes words 1-9 on the list (except for #3). Look up a definition for each word to record on the front. Under the synonym column, write a paraphrase of the sentence from the text that includes each word using a synonym for the vocabulary term instead. Underline the synonym. Finish for homework. | 1. Complete vocabulary notes and sentences for the words included in today’s reading: suppliant, lamentation, detestable, augury, defilement, enquiry, faction, compunction. |
| **Wednesday**  **2-22** | **Objectives: To revise persuasive writing**  **Agenda:**   * IRT reading 10 minutes * Ask students to find the Rubric for the persuasive letter in their binder (they got a copy of the rubric in class on Friday and extras are in the Friday folder on my cart in the What Did I Miss box). They will need to use the Writing Checklist on the back during class today. * Explain that once they move to the Media Center, they need to go through the Writing Checklist and use it to proofread and revise their own letter. When they finish, they should begin reading their classmate’s shared letter (Remind them to Look in Google Drive under the Shared with Me section). They should use the rubric to give feedback on each paragraph using the Comments feature in Google Docs. In the comments they should praise the writer’s accomplishment of rubric requirements and make suggestions that would help the writer move up to “Expert” level for grading. | 1. Finish commenting on your classmate’s letter.  2. Return to your own letter, and make final revisions based on the classmate’s comments. Letter due Monday – typed and printed, attached to outline and rubric AND submitted to turnitin.com. |
| **Thursday**  **2-23** | **Objectives:** To track textual evidence and read closely to analyze character, theme, and motif development  **Instructions On Board**: Get IRT and textbook, get out Tracking Chart and Vocabulary List  **Agenda:**   * IRT Reading 10 minutes * Continue Reading Oedipus Rex part I, beginning with Scene I on page 211. Have students volunteer to read parts (Oedipus, Choragos, Teiresias) Read to the end of Scene I on page 219. * Check for Understanding: Stop at the end of each page and ask the following questions. Have students record answers in their notes.  What penalty does Oedipus demand for the murderer of Laius when he is found? (211)  In what ways does Oedipus say he feels connected to the former king (list)?  (212)  Why does Oedipus consult with Teiresias? (213)  Why does Teiresias initially refuse to answer the king’s questions? (214-215)  How does Oedipus react to the refusal? (215)  What conclusion does Oedipus come to about Teiresias and Creon? Why? (215-216)  How does Oedipus dismiss Teiresias as a fake prophet? (217)  What prediction does Teiresias make? (218) * Tracking Textual Evidence. After reading Scene I, students should add evidence to the same chart they used on Tuesday to add to the columns for Tragic Hero: flaw, Dramatic irony, Motif: Light/Dark and Blindness/Sight * Vocabulary: Same process as Tuesday, for words 10-13. | 1. Complete vocabulary work.  2. Revised letter due on Turnitin.com on Monday. Printed copy also due Monday stapled to outline, rubric/checklist. |