

	8:00-9:15 a.m.	8:00-9:15 a.m.	9:20-10:35 a.m.	12:25-1:40 p.m.	1:45-3:00 p.m.
Classes	Grades	Grades	Grades	Grades	Grade
	10-12 (Hour 2 also) SPANISH 2	10-12 ADV. SPANISH	11-12 ENGLISH 11	11-12 ENGLISH 11	12 ENGLISH AP ENGLISH & COMPOS.
MON	<ul style="list-style-type: none"> Volunteers show pair testing of informal commands Review both plural and singular commands with whole class and individuals Class explains to teacher how to form singular and plural positive commands Have students review what body parts they remember in Spanish Using Janet Jackson poster, review 	<p>M Way has chosen to read the novel by Anaya (<u>Bless Me Ultima</u>) and should be ready for speaking quiz this week and written quiz next week</p> <p>She will also be helping to teach the class and learning a new tense (present progressive)</p>	<ul style="list-style-type: none"> Finish any materials left from last week If not completed last week, Venn diagram to compare/contrast Bradford and Smith Relate Jonathan Edwards to strange religions of today Student discussion on cults and/or religious differences in ideology Students listen to teacher read sermon aloud and listen for Puritan concepts and purpose of speech 	<p>same as hour 3</p>	<p>Should have Grendel completed this week</p> <ul style="list-style-type: none"> Should have selected materials for Chaucer presentations today Show sample materials for essays/contest for college and have students select one college entrance or college essay Next paper topic will be to show how a character's voice from Chaucer (or Milton) can teach modern teenagers a lesson today SSR Class time for drafting and analyzing Beowulf's and Grendel's own leadership qualities

pronunciation
of basic body
parts

(damnation,
original sin,
etc)

- Also,
discussion
about the
conflict of
religion and
religious
turmoil in
history
- Review
hearing of
speech using
journal written
in class=How
did Jonathan
Edwards'
sermon make
you feel if you
were a Puritan
now, what
about if you
heard it today?
- HOMEWORK
(begin in
class)

Read Edwards'
biography and how his
life explains more
about sermon

TUES

- Review body
parts and
quick TPR
review of
commands
- Discussion of
Learnables
and how
these units
will be used
in class with
tape and
manipulatives

- Students
submit
journals and
review speech
and its
components
and some
rhetorical
devices
- Review key
terms about
Edwards,
Bradford, and

- Pass out
rhetorical booklet
materials
- Show some
rhetoric
encountered in
Grendel
- Discussion and
comparison/
contrast to epic of
Beowulf and film
- SSR
- Last 20 show
some of film for

ACTIVITY

- TPR review of body parts with class:

*el dedo-finger

*el pulgar-thumb

*la mano-hand

*el cabello-hair

*el pelo-hair

*la frente-forehead

*el ojo-eye

*la nariz-nose

*el labio-lip

*el cuello-neck

*el estómago-stomach

*la barriga-belly

*la cadera-hip

*el muslo-thigh

*la cabeza-head

*la ceja-eyebrow

*la pestaña-eyelash

*la oreja-ear

*la mejilla-cheeks

*la boca-mouth

*la barbilla-chin

*el hombro-shoulder

*el brazo-hand

*el pecho-chest

el pezón-nipple

*el codo-elbow

*la pierna-leg

*el pie-foot

*la rodilla-knee

Remaining body parts next week

Smith from before and how to set up notes overall (if not done last week)

- Review Puritan elements and how these apply to materials covered so far—return to essay outline
- Begin to model writing outline on how to respond to MEAP (HSPT) for argumentation/persuasive writings using Edwards, Bradford and/or Smith

comparison or do this first and then discussion depending on overhead availability

WED

- Continue or start having students read aloud (now corrected) name tag 10 sentences for

- Preview for next week's test (Tues.) may be later
- Students teach about a particular author in small

- Meet with students individually on which contest or essay will be written
- SSR during
- Discussion as done

- translation practice
- Review body part TPR
 - Handouts on basic verbs
 - Set up and remind about body part quiz (may begin taking on Friday)
 - Reminder of skill list

- groups to the rest of the class
- Students cover:
 - *Biographical info.
 - *Historical importance of text
 - *Mode (type)
 - *Purpose of text
 - *Affect on audience
 - *Noted terms as covered so far
 - Students read one of the following:
 - Thomas Jefferson
 - 140-143
 - Patrick Henry 168-171
 - Thomas Paine 144-145
 - Ben Franklin 131-134 and/or pgs. 173
 - George Bush speech (if I can find online for comparison after 9/11)
 - Cotton Mather and Bay Psalm Book C 38-C40
 - Students meet in groups to review and prepare presentations
 - Begin presentations today

- extemporaneously by students and set up small groups to cover Grendel by sections (3, beginning, middle end)
- Beginning will set up and be ready for tomorrow

THURS

- Instructor model of skit for emergency
 - Pass out and go over rubrics
 - Set up groups (student choice)
 - Hand outs on Ud. commands
 - Instructor checks at least one command per groups
 - Advanced students explain what they have done in the past (also as models)
 - Review body part TPR (as done by adv. students)
 - Continue group time for basic first command skit (emergency situation)
- Hand out materials for essay
 - Take any questions on test
 - Home group meetings
 - Conclude information for the readings and presentations
 - HOMEWORK (or read in class)
- Read pages 1-9 and 118-125 for historical connections
- Begin outlines for essay
- More rhetorical review using newspaper article
 - Sign up in library for next week to take online practice AP test
 - We will take in class baseline next week
 - Beginning discussion of Grendel
 - SSR (or group time if needed)
 - Book should be one by tomorrow

FRI

- Continue students read aloud (now corrected) name tag 10 sentences for
- Home group meetings
 - Create questions for Monday's test review (due end of hour)
- Notes on Malory and King Arthur if time (EOH)
 - Begin drafts, due for comments by Monday if handwritten, Tues if

translation
practice

- Review body part TPR (as done by students)
- Continue group time for basic first command skit (emergency situation)
- Body part qui (most should finish)

- Work on outline for test (due today or Monday prior to the test)
- If necessary, do another writing model in front of the class to practice for test and HSPT

by gmail

- Class discussion regarding Grendel--as directed by students to finish off novel
- Monday meetings and today meetings to finalize essay direction