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| **Date**  | **M 4/8** | **T 4/9** | **W 4/10**  | **Th 4/11** | **F 4/12** |
| **Warm-Up** | **Students meet in assigned lab** | **Students meet in assigned lab** | **N/A** | **Independent Reading- 12 mins.** | **N/A** |
| **Opener**  | N/A | N/A | Each student should read his/her independent novel for 12 minutes. Then, s/he should update the reading log with the date and range of pages read. | Read “Fluency in the High School Classroom: One Teacher’s Method”. Have a discussion where students connect the article to why independent reading is beneficial to students. | Each student should read his/her independent novel for 12 minutes. Then, s/he should update the reading log with the date and range of pages read. |
| **Work Session**  | Students should use the lab time to work on writing the draft of their *Romeo and Juliet* argumentative essay. Preceding Spring Break, they worked on completing the preliminary work, so they should be organizing their essays in a cohesive, five-paragraph argument, to include an introduction, two paragraphs supporting the main claim (character most responsible for the deaths of Romeo and Juliet), one paragraph supporting the counterclaim (next best choice of character who’s at fault), and a conclusion. 2nd & 3rd – Lab 4214th- Lab 208 | Students should use the lab time to work on writing the draft of their *Romeo and Juliet* argumentative essay. Preceding Spring Break, they worked on completing the preliminary work, so they should be organizing their essays in a cohesive, five-paragraph argument, to include an introduction, two paragraphs supporting the main claim (character most responsible for the deaths of Romeo and Juliet), one paragraph supporting the counterclaim (next best choice of character who’s at fault), and a conclusion. 2nd & 3rd – Lab 4214th- Lab 208 | Read article “College Recruiters Take Social Media Behavior Seriously” and answer 4-question quiz that follows on back of the article. Students should watch Zak Ebrahim’s Ted Talk using [this link](https://www.ted.com/talks/zak_ebrahim_i_am_the_son_of_a_terrorist_here_s_how_i_chose_peace) (9:10). Then, read article “Zak Ebrahim, The Son of a Terrorist” and answer the 3 questions at the bottom of the page. Use this to start a conversation about prejudices that have affected our world, both past and present (this is part of the intro to *To Kill a Mockingbird*). | Students should turn in their *Romeo and Juliet* essays. Sub should bind the essays and label them by class period, to leave on the desk for Ms. Tucker to collect on Monday.*(\*4th period will run slightly differently than the other periods.)* Students will do the following in SpringBoard:190 Answer EQs 1-2192-3 Photo Observation Chart195-201 Read about Jim Crow and answer questions 1-14 | Students should read “To Kill a Mockingbird Removed from School in Mississippi”. This is hole punched and can go in their binders in the “reading” tab.*(\*4th period will run slightly differently than the other periods.)* Students will do the following in SpringBoard:206-208 Read “Letter from Birmingham Jail & answer 1-6212 Civil Rights Timeline & questions 1-2 |
| **Closer**  | Remind students of final due date. | Remind students of final due date. | When we return from the CCC, students can read their independent novels, but this day does not have to be recorded on the reading log. | Any student who did not register for electives yesterday may do so at the end of the period. | Quiz—R&J Acts 1-3. |
| **Homework** | The final, printed copy of the *Romeo and Juliet* essay must be turned in on Thursday, April 11. Any work not completed in class is the student’s responsibility.  | The final, printed copy of the *Romeo and Juliet* essay must be turned in on Thursday, April 11. Any work not completed in class is the student’s responsibility.  |  | Read Act 3.1 (pages 137-151 in *No Fear Shakespeare*). | N/A |

\*\*On Thursday and Friday, Ms. Lepianka will do an activity slightly different from periods 2 and 3. 4th period will do stations.