Lesson/Unit Title: To Kill a Mockingbird: the next chapters

Lesson/Unit Outcome:
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2. Answer questions regarding plot, characters, setting, tone and theme of this excerpt from the novel.
3. Understand key vocabulary terms from this excerpt.
4. Formulate graphic organizers to compare, contrast, and analyze the story thus far.

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Modifications & Accomodations:
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Teacher-Led Activities (Introductory Lesson):
The teacher will:
- Give relevant bell work/journal topics associated with themes, ideas, and elements presented in the novel.
  Examples: "How do you know if something is fair or unfair? Describe and explain these concepts."
  "Why do lawyers today make a great deal of money? Is their job worth their pay? Explain your position."
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- Administer a chapter quiz (authentic assessment) for the chapters read during this week.
- Ensure that all students have attained full and complete understanding of the novel so far before moving on to further chapters.
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Student-Centered Activities:
The student will:
- Respond appropriately to each daily journal prompt. At least ½ page or two well-written paragraphs are expected.
- Demonstrate topic mastery by correctly completing: a KWL chart for chapters 4-7 (Friday), a character map for Calpurnia (Thurs.), a Venn Diagram comparing depression-era values with our current social mores (Wed.), and a set of PowerNotes highlighting events from the aforementioned chapters (Mon.-Fri.).
- Assist the class in "popcorn" reading chapters 4-7 (Mon. – Fri.)
- Show understanding of key vocabulary terms by completing context exercises (Mon. & Tues.), matching activities (Wed.), and "Whack-a-word" exercises in class (Friday).
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**Modifications & Accomodations:** Preferential seating, individualized instruction, cooperative learning, visual, kinesthetic, and auditory learning strategies per IEP records, and other mod.’s and accom.’s dependent upon student information.

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The teacher will:

- Give relevant bell work/journal topics associated with themes, ideas, and elements presented in the novel. Examples: “How do you know if something is fair or unfair? Describe and explain these concepts.”
  - “Why do lawyers today make a great deal of money? Is their job worth their pay? Explain your position.”
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Resources Needed:
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Student Assessment Strategy: Students will be evaluated on the basis of: Performance tasks (graphic organizers, quizzes, and vocabulary assignments), participation (completion of journal prompts, 100 points possible for week), and reading fluency per state rubric.

Specialized curriculum: Sparknotes, Cliffnotes, Enotes, and other "paraphrasing" resources are available to those who are in need of further assistance.
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### Enduring Knowledge
Students will come away from this week’s lessons with an idea of American History in combination with the literary elements presented in TKAM. This week’s lesson is being conducted in combination with the history department’s presentation about depression economics and the 1930s era.

### Homework
Students will: complete an appropriate single paragraph plot summary Mon. – Thurs. Summaries should tell what happened, who was involved, and how the chapter affects the overall plot line of the story. Predictions and connections should be used.
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Comments:
The teacher reserves the right to alter, amend, or enhance this lesson plan at any time, dependent upon student progress and demonstration of competencies. Reinforcement or remediation may occur on any given day as student learning dictates. All classroom activities are specifically engineered and modified to ensure rigor, relevance, and relationship-building.