Euro Bookclub

Spring 2023

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Class: English I	
Date	**Friday**
Knowledge and Skills	• Self-select text and read independently for a sustained period of time
Today I will learn to...	select a text to read independently or with a small group.
I will show that I can do this by...	applying the Book Speed Dating method to select my next book.
Do Now	Journal: What genres of fiction do you enjoy reading? How do you select books to read?
Lesson Plan	Book Speed Dating! By MrWatts on TPT (3 rounds) What is your **first impression** of the book (looking at the title and cover)? Rate it 1–5. Engage in **small talk** with the book (read the blurb or back cover summary). Rate it 1–5. Engage in **deep conversation** with the book (read the first few pages). Rate it 1–5. How many pages did you read? Are you interested in a second date? Why or why not? Books: *Speak*, Laurie Halse Anderson (Texas Proclamation 2020 ELA Adoption, Savvas *myPerspectives™ English Language Arts for Texas*), 690L *Speak: The Graphic Novel*, Laurie Halse Anderson and Emily Carroll, GN550L *Perihan The Girl Without a Mouth*, Cem Özüduru, Translated by Cem Ülgen, GN410L
Social-Emotional Learning	Self-Management
Exit Ticket	Which book do you **most** want to read? Why? Which book do you **least** want to read? Why?
Questions (2-3) DOK/HESS	What information can you gather to support your decision to read this book? How were the events of this story the same as the events of other stories you have read or watched? How are the two versions of *Speak* similar and different?
Modifications	Students self-select a text at their reading level or on a high-interest topic.
Enrichment	Students self-select a text at their reading level or on a high-interest topic.
Assessment	Students will compose argumentative texts using genre characteristics and craft.

Class: English I	
Date	**Monday**
Knowledge and Skills	• Analyze how authors develop complex characters through historical and cultural settings • Analyze how historical and cultural settings influence characterization, plot, and theme • Locate relevant sources and synthesize information from a variety of sources
Today I will learn to...	locate information about historical and cultural settings of a text.
I will show that I can do this by...	completing a Begler World Culture Visual Organizer with my group.
Do Now	Journal: What questions do you have about your book? (Teacher writes on chart paper and posts around the room.)

Lesson Plan	1. In groups of 4-6 reading the same book, students choose roles and work together to research and complete graphic organizer to answer these questions:
	• *Geographic Context:* What was the physical and political geography of Syracuse, New York in the 1990s? [Istanbul, Turkey]
	• *Historical Context:* What historical events took place in Syracuse, New York in the 1990s? [Istanbul, Turkey]
	• *Economic Context:* How were goods produced and distributed? Who had access to certain goods and who did not? To what degree does access reflect economic factors?
	• *Social Context:* Who socialized with whom, when, and where? How did people indicate special roles or status?
	• *Political Context:* Who had positions of power and authority?
	• *Aesthetic Context:* How much attention did this culture pay to aesthetics? How did this vary with the social, economic, or political context?
	• *Values and Beliefs Context:* What things were highly valued in this culture? What things had special religious or ritual values? What things were taboo?
	
	2. Read independently or with your small group:
	    Speak – pp. 1-46
	    Speak: The Graphic Novel – First Marking Period
	    Perihan the Girl Without a Mouth – pp. 4-18
	    (Finish for homework.)

Social-Emotional Learning	Social Awareness
Exit Ticket	Did you find the answers to your questions? Write your answers on a sticky note and stick it under the question.
Questions (2-3) DOK/HESS	How does the social and historical context help you understand the setting of your book? How would your understanding of the book be different if you had not researched the context?
Modifications	Substitute Bubble Map for World Culture Visual Organizer. Students self-selected text at their reading level or on a high-interest topic. Groups read together. Read-aloud for *Speak*
Enrichment	Students complete World Culture Visual Organizer independently. Students self-selected text at their reading level or on a high-interest topic.
Assessment	World Culture Visual Organizer

Class: English I	
Date	**Tuesday**
Knowledge and Skills	• Analyze how authors develop complex yet believable characters • Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme
Today I will learn to...	analyze how authors develop complex yet believable characters.
I will show that I can do this by...	completing a Characterization Graphic Organizer.
Do Now	Journal: What do you already know about the main character or protagonist? What questions do you still have about her? (Teacher adds any new questions to chart paper.)
Lesson Plan	1. Read independently or with your small group: 　　*Speak* – pp. 47-92 　　*Speak: The Graphic Novel* – Second Marking Period 　　*Perihan the Girl Without a Mouth* – pp. 19-35 　　(Finish for homework.) 2. Complete the Characterization Graphic Organizer.
Social-Emotional Learning	Relationship Skills
Exit Ticket	Did you find the answers to your questions? Write your answers on a sticky note and stick it under the question.
Questions (2-3) DOK/HESS	What conclusions can you draw from the illustrator's choice of pictures? What conclusions can you draw from the author's word choice? What do you predict will happen in the next section of your book?
Modifications	Students self-selected text at their reading level or on a high-interest topic. Groups read together. Students draw to complete graphic organizer. Groups work together to complete graphic organizer. Read-aloud for *Speak*
Enrichment	Students self-selected text at their reading level or on a high-interest topic. Students add text evidence/direct quotes to their graphic organizer.
Assessment	Characterization Graphic Organizer

Class: English I	
Date	**Wednesday**
Knowledge and Skills	- Analyze how themes are developed through plot - Analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development
Today I will learn to...	analyze how authors develop linear and non-linear plot.
I will show that I can do this by...	completing a Plot Map.
Do Now	Journal: Does your text present events in chronological or time order? Where does your story jump backwards in time or give hints about future events?
Lesson Plan	1. Read independently or with your small group: *Speak* – pp. 93-137 *Speak: The Graphic Novel* – Third Marking Period *Perihan the Girl Without a Mouth* – pp. 35-55 (Finish for homework.) 2. Begin to fill in the Plot Map, using arrows as necessary to indicate flashbacks and foreshadowing.
Social-Emotional Learning	Responsible Decision-Making
Exit Ticket	Why do you think the author chose to use linear or non-linear plot? How does the author's use of flashbacks and foreshadowing develop the plot?
Questions (2-3) DOK/HESS	How does the setting affect the plot? How might the plot of this story be different in a different time or place? Formulate a theory to explain the cause of the main character's problem. What advice would you give her?
Modifications	Students self-selected text at their reading level or on a high-interest topic. Groups read together. Groups work together to complete the plot map. Read-aloud for *Speak*
Enrichment	Students self-selected text at their reading level or on a high-interest topic. Students add text evidence/direct quotes to their plot map.
Assessment	Plot Map

Class: English I	
Date	**Thursday**
Knowledge and Skills	• Analyze the use of common text structures such as sequence, compare/contrast, cause/effect, and problem/solution • Analyze characteristics and structural elements of texts such as multiple organizational patterns within a text
Today I will learn to...	analyze how authors use text structure such as cause / effect.
I will show that I can do this by...	completing three Flow Maps to identify cause and effect in my story.
Do Now	Journal: Have you found the answers to the questions you asked about your book? What parts do you need to re-read? What additional things do you need to research to build your background knowledge? What new questions do you have?

Lesson Plan	1. Read independently or with your small group:
	    Speak – pp. 139-198
	    Speak: The Graphic Novel – Fourth Marking Period
	    Perihan the Girl Without a Mouth – pp. 56-63
	    (Finish for homework.)
	
	2. Fill in the Flow Maps. What are the causes or reasons why things happened in the text? What happened as a result, or what was the effect?
	
	3. Look back at your World Culture Visual Organizer. Which events were caused by the cultural and historical background of the text?

Social-Emotional Learning	Responsible Decision-Making
Exit Ticket	What is one cause you identified? What was the effect of that cause?
Questions (2-3) DOK/HESS	What could be another possible effect of that cause? If the cause changed, how can predict the different effect or outcome? If this story were set in a different time and place, how would that change the events?
Modifications	Students self-selected text at their reading level or on a high-interest topic. Groups read together. Groups work together to complete Flow Maps. Read-aloud for *Speak*
Enrichment	Students self-selected text at their reading level or on a high-interest topic. Students add text evidence/direct quotes to their Flow Maps.
Assessment	Flow Maps

Class: English I	
Date	**Friday**
Knowledge and Skills	- Analyze how themes are developed through characterization and plot in a variety of literary texts - Analyze how the setting influences the theme - Recognize literary themes and connections that cross cultures - Find similarities and differences across texts such as explanations, points of view, or themes
Today I will learn to...	analyze how themes are developed in different texts.
I will show that I can do this by...	using the Stand Up, Hand Up, Pair Up structure to compare themes across readers and texts.
Do Now	Journal: What are three things you have learned so far from reading your book?

Lesson Plan	1. Read independently or with your small group:
	    Speak – pp. 199-206
	    Speak: The Graphic Novel – Final Cut
	    Perihan the Girl Without a Mouth – pp. 73-83
	    (Finish for homework.)
	
	2. Write one theme (thematic statement) developed by the author on an index card.
	
	3. Stand Up, Hand Up, Pair Up – 5 rounds - With each partner: - Are your themes similar? How are they similar or different? - Why are the themes similar or different? (characters, plot, setting, culture) - Do you want to revise your theme?

Social-Emotional Learning	Social Awareness
Exit Ticket	What is one theme you identified in your story? What is one piece of text evidence that develops this theme? How is your theme similar to or different from other students' themes?
Questions (2-3) DOK/HESS	How does the author's word choice help develop this theme? What can you infer about the author's purpose for including this theme in the text? How might the themes of this story be different if the author changed the setting?
Modifications	Students self-selected text at their reading level or on a high-interest topic. Groups read together. Strategic pairing with supportive partners. Read-aloud for *Speak*
Enrichment	Students self-selected text at their reading level or on a high-interest topic.
Assessment	Theme Exit Ticket

Class: English I	
Date	**Monday**
Knowledge and Skills	• Analyze characteristics and structural elements of argumentative texts such as: clear arguable claim, appeals, and convincing conclusion, various types of evidence and treatment of counterarguments, including concessions and rebuttals; and identifiable audience • Compose argumentative texts using genre characteristics and craft • Compose correspondence in a professional or friendly structure • Use an appropriate mode of delivery, whether written, oral, or multimodal, to present ideas
Today I will learn to…	compose an effective argumentative text.
I will show that I can do this by…	composing and delivering argumentative correspondence or argumentative video.
Do Now	Journal: Would you recommend the book you read to a friend or classmate? Why or why not?
Lesson Plan	Compose an argumentative text to convince a friend or classmate that they should or should not read the book you read. Be sure to include: • Claim • Appeals • Counterargument • Rebuttal • Conclusion Consider the story's: • Setting • Characterization • Plot (linear or non-linear) • Text structure • Theme Submit your text as correspondence (e-mail) or a video in Flip.
Social-Emotional Learning	Relationship Skills
Exit Ticket	What is the most important reason why someone should or should not ready your book? What is your rebuttal to a potential counterargument?
Questions (2-3) DOK/HESS	What criteria do you use to select a book? How does the book meet or fail to meet your criteria? What makes your book better or worse than other books?
Modifications	Students choose to create correspondence or video. Students use Chromebook Speech to Text to compose.
Enrichment	Students choose to create correspondence or video.
Assessment	Argumentative Text – Secondary Argumentative Rubric