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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | **Closure** |
| **Monday, Jan21** | I am learning how to analyze texts of historical and literary significance.  I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance.  I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | **MLK** | MLK | MLK | Students ticket out the door will be the completed worksheet. |
| **Tuesday, Jan21** | I am learning how to analyze texts of historical and literary significance.  I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance.  I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | Students will write on their packet:  3 things I learned.  2 questions I still have  1 thing I would like to know more about |
| **Wednesday, Jan22** | I am learning how to analyze texts of historical and literary significance.  I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance.  I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | **ASYNCHRONOUS – FINISH WORKSHEETS FROM LAST WEEK** | Students will write on their packet:  3 things I learned.  2 questions I still have  1 thing I would like to know more about |
| **Thursday, Jan23** | I am learning how to analyze texts of historical and literary significance.  I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance.  I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | GRAMMAR WARM UP | After the quiz, the students will receive two poems and a packet with varying instructions. We will read through the poems, and the students will work on the packet (some of it will be instructed together, the rest will be identified as individual answers). | After the quiz, the students will receive two poems and a packet with varying instructions. We will read through the poems, and the students will work on the packet (some of it will be instructed together, the rest will be identified as individual answers). | Students will write on their packet:  3 things I learned.  2 questions I still have  1 thing I would like to know more about |
| **Friday, Jan24** | I am learning how to analyze texts of historical and literary significance.  I am learning how to analyze how understanding point of view is needed to determine what is meant in British Romantic Poetry by examining the figurative language. | I can analyze texts of historical and literary significance.  I can understand point of view in order to understand British Romantic Poetry by examining the imagery within the text. | GRAMMAR WARM UP | After the quiz, the students will receive two poems and a packet with varying instructions. We will read through the poems, and the students will work on the packet (some of it will be instructed together, the rest will be identified as individual answers). | After the quiz, the students will receive two poems and a packet with varying instructions. We will read through the poems, and the students will work on the packet (some of it will be instructed together, the rest will be identified as individual answers).  Students will turn in what they have so that they do not lose the work. | Students will write on their packet:  3 things I learned.  2 questions I still have  1 thing I would like to know more about |