<table>
<thead>
<tr>
<th>TIME</th>
<th>PROCEDURES &amp; OBJECTIVES FOR LESSON ACTIVITIES</th>
<th>MATERIALS NEEDED</th>
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| 15 minutes | Whole Group Instruction:  
- Admit Slip: write the 2 sentence and components and define one on post-it note  
- Collect as they finish for immediate assessment  
Whole Group Instruction:  
- Read the objective aloud together  
- Recall the 2 components of sentences: Subject & Predicate  
- Select a student to read definition aloud  
- Review examples of subjects  
- Review examples of predicates  
- Read the directions for the Practice  
- Do the example on the board (write the complete subject on the board)  
Independent Practice:  
- Let them do 1-5 alone  
- Formative assessment by walking around and observing  
- Popsicle sticks to select students to come up and underline the complete subject in each sentence  
- Have them pass their index cards forward | - Post-It notes on desks  
- Projector  
- Instruction page 1 of warm-up worksheet  
- Definitions page of WarmUp Sheet (attached)  
- Practice page of warm-up worksheet  
- Popsicle sticks |
**Lesson Plan Template**

Subject: English II  
Grade level: 10th  
Teacher: D.Whitby/C. Greathouse  
Date: 10/11  
Campus: DVHS

| Activity | *Students will read a fictional piece in groups while analyzing the characters’ moral dilemmas*  
|----------|------------------------------------------------------------------------------------------------------------------|
| 32 min.  | - Divide the class into small groups per desk arrangements  
|          | - Have them finish reading the story in groups, taking turns reading aloud  
|          | - Pass out the “moral tracker” worksheet and have each person complete it when they are done reading (calls for reflection)  
|          | - Turn into their period’s box upon completion  
|          | - Interactive reader books  
|          | - The moral tracker worksheet if it was not completed |

**CLOSURE**  
3 min.  
- Have them return their books to the designated class box

**Assessment(s):** (attach copies of assessment documents, criteria and rubrics)

Pre-assessment: the admit slip to see what they remember from previous days warm-up  
Formative assessment: walking around observing as they are completing the warm-up

**ILL/504/SpEd accommodations:**

Students are in small group settings for read alouds

**Lesson Overview / teacher notes:**