



Westside High School Lesson Plan Template

Teacher Name	Harvey		Learning Topic	Unit 2	
Course	English 3		Cycle & Week	Cycle 2 Week 5	
Day	TEKS or Standards Alignment	Lesson Objective (LO)	Daily Agenda	Demonstration of Learning	Key Vocabulary
Monday	TEKS: (1)(A): Engage in meaningful discourse on the ideas presented in literary works. (5)(A): Analyze how authors develop complex characters and themes. (6)(B): Use evidence to support understanding and interpretation. (7)(C): Collaborate effectively with peers to build shared understanding.	SWBAT collaboratively analyze key themes, character development, and literary elements in Chapter 5 of <i>Like Water for Chocolate</i> .	<ol style="list-style-type: none">1. Do Now: Recap Chapters 1-4 of LWFC & Discuss2. Direct Instruction: Introduction & Objective Overview - Briefly review the main events and themes leading up to Chapter 5 to set context. (Divide Chapter into 3- 4 pages per group)3. Guided Instruction: Introduce Collaborative Reading Assignment: Divide students into small groups with a specific focus area and excerpts of chapter 5 and assign reading roles. → WorkSheet & Role Sheet in Drive → Students will present information and discussion findings to class4. DOL/Independent Practice:	Using their analysis of chapter 5, students will respond to the following: What is one major theme you identified in Chapter 5? How is this theme developed through a specific event or character in the chapter? Provide a specific example from the text. With 80% mastery.	Gender Roles Family Traditions Mexican Revolution
Tuesday	TEKS: (1)(A): Engage in meaningful discourse on the	SWBAT collaboratively analyze key themes, character	<ol style="list-style-type: none">1. Do Now: Students will summarize ch 5.(5 Min)2. Direct Instruction: Introduction & Objective	Using their analysis of chapter 6, students will respond to the following: How does	Gender Roles Family Traditions Mexican

	<p>ideas presented in literary works. (5)(A): Analyze how authors develop complex characters and themes. (6)(B): Use evidence to support understanding and interpretation. (7)(C): Collaborate effectively with peers to build shared understanding.</p>	<p>development, and literary elements in Chapter 6 of <i>Like Water for Chocolate</i>.</p>	<p>Overview, Briefly introduce Chapter 6, giving context from previous chapters. Explain that students will continue using the reading roles to guide their analysis. Review the six reading roles: Summarizer, Cultural Connector, Theme Tracker, Character Analyst, Symbolism Spotter, Literary Device Analyst</p> <p>3. Guided Instruction: Introduce Collaborative Reading Assignment: Divide students into small groups with a specific focus area and excerpts of chapter 6 (3-4 pages per group) and assign reading roles. → WorkSheet & Role Sheet in Drive → Students will present information and discussion findings to class</p> <p>4. DOL/Independent Practice:</p>	<p>Tita's relationship with cooking change or stay the same in this chapter? Provide a specific example from the text. With 80% mastery.</p>	<p>Revolution</p>
<p>Wednesday/Thursday</p>	<p>TEKS: (1)(A): Engage in meaningful discourse on the ideas presented in literary works. (5)(A): Analyze how authors develop complex characters and themes. (6)(B): Use evidence to support understanding and</p>	<p>SWBAT analyze Chapters 7 and 8 to understand Tita's emotional journey and the impact of food on relationships</p>	<p>1. Do Now: Recap chapters 5 & 6(5 Min)</p> <p>2. Direct Instruction: Collaborative Reading Instructions, Reading Roles, Presentation Instructions</p> <p>3. Guided Instruction: Divide students into small groups, assign 3-4 pages per chapter to each group, reading roles, key theme/concept & guiding questions → Students read/analyze, then present to the class.</p> <p>4. DOL/Independent Practice:</p>	<p>Using their analysis of chapter 7 & 8, students will respond to the following: How do her experiences in these chapters shape her identity? Provide a specific example from the text. With 80% mastery.</p>	<p>Gender Roles Family Traditions Mexican Revolution</p>

	interpretation. (7)(C): Collaborate effectively with peers to build shared understanding.				
Friday	TEKS 11.5B, 9A,E, 10A,D 11.7B	SWBAT make analytical connections between characters, themes, conflicts, and gender roles in “Like Water for Chocolate” by creating a one-pager in order to demonstrate mastery of content and context of a novel.	<ol style="list-style-type: none"> 1. Do Now: Recap Ch. 5-8 (5 Min) 2. Direct Instruction: Major #3 LWFC One Pager Bingo Choice Board 3. Guided Instruction: Small Group Support for Major 4. DOL/Independent Practice: Students will work on Major #3 	Formative Assessment Using their knowledge of <i>Like Water for Chocolate</i> , students will create a one pager to make analytical connections between characters, themes, and gender roles.	Caim Evidence Reasoning Gender Stereotypes