**Westside High School Lesson Plan Template**

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Bandera-Duplantier</th>
<th>Unit Name</th>
<th>Making your Argumentative Move</th>
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<tbody>
<tr>
<td>Course</td>
<td>English II PreAP</td>
<td>Dates</td>
<td>9/18-9/22</td>
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**Monday (9/18)**

**Daily Objective:**
- SWBAT will be able to define academic vocabulary including author’s purpose and bias.
- SWBAT interpret text to identify the author’s purpose and bias.
- SWBAT support decisions about author’s purpose and bias using specific evidence from text.
- SWBAT write and identify correctly punctuated complex sentences.
- SWBAT read non-fiction and take useful, organized research notes.

**Agenda with Approximate Time Limits:**

1. Vocabulary Do Now
2. JC Anticipation Guide
3. Julius Caesar Preview Notes!
4. Exit Ticket

**Formative Assessment:** JC Exit Ticket

**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall

**Intervention:** Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.

**Extension:** Shakespeare videos and websites

**Follow-Up/Homework:** Vocabulary Quiz Friday.

**Unit 1 Goal:** Teaching Students how to analyze an author’s argument. Not agree or disagree with it.
| Tuesday (9/19) BOY TODAY | Daily Objective:  
SWBAT:  
1) Rock the MAP BOY!  
Agenda with Approximate Time Limits:  
1. How to MAP and MAP Mind Focus  
2. MAP BOY  
Formative Assessment: THE BOY  
Modifications: Words of Encouragement  
Intervention: More words of Encouragement  
Extension: Ren MOY and EOY  
Follow-Up/Homework: Vocabulary Quiz Friday |

| Wednesday/Thursday (9/20-9/21) Shakespeare and CAESAR!!!! | Daily Objective:  
SWBAT:  
SWBAT will be able to define academic vocabulary including author’s purpose and bias.  
SWBAT interpret text to identify the author’s purpose and bias.  
SWBAT support decisions about author’s purpose and bias using specific evidence from text  
SWBAT write and identify correctly punctuated complex sentences.  
SWBAT read non-fiction and take useful, organized research notes |
### Agenda with Approximate Time Limits:

1. Vocabulary Bloket Review (5-7 minutes)
2. Julius Caesar Character Introduction (15 mins)
3. Julius Caesar Character Map (10 mins)
4. Julius Caesar Group Character Project (45 mins)
5. Julius Caesar Bloket Character Quiz

### Assessment:
Julius Caesar Character Quiz

### Modifications:
Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall

### Intervention:
More time.

### Extension:
Shakespeare videos and websites

### Follow-Up/Homework:
Vocabulary Quiz Friday.

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### Unit 1 Goal:
Teaching Students how to analyze an author’s argument. Not agree or disagree with it.

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**Agenda with Approximate Time Limits:**

a. Vocabulary Quiz Week 4 (10-15 mins)
b. JC Act 1 scenes i and ii
c. JC Guided Reading Questions
d. The Feast of the Lupercal Exit Ticket

**Modifications:** Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz

**Intervention:** Co-Teacher, Electronic Submission and Spontaneous Feedback, Rhetorical Analysis Verbs (RAV) Wall

**Extension:** Additional text-dependent questions at various levels can be provided with or without sentence stems. Vocabulary Blooket Review

**Follow-Up/Homework:** Enjoy your weekend.

**Unit 1 Goal:** Teaching Students how to analyze an author’s argument. Not agree or disagree with it.