Westside High School Lesson Plan Template

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<tr>
<th>Teacher Name</th>
<th>Bandera-Duplantier</th>
<th>Unit Name</th>
<th>Making your Argumentative Move</th>
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<td>English II PreAP</td>
<td>Dates</td>
<td>9/25-9/29</td>
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**Monday (9/25)**

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.
Teks: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)

Agenda with Approximate Time Limits:

1. Vocabulary Do Now
2. Superstition in Roman Times Video.
3. Foreshadowing short response
4. **DUE: Caesar 1.3 Guided Questions Progress Check**
5. 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 (9/26) | 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  
Teks: 2.2 (b), 2.4 (b), 2.4 (e). 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)  

Agenda with Approximate Time Limits:  
1. Warm Up  
2. Read Act 2 Scene 1  
3. **DUE: 2.1 Google Form Quiz (Group)**  
4. Exit Ticket  

**Formative Assessment:** Pro/Anti Julius Caesar Padlet (major 3)  
Wed/Thurs  

**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. |
Wednesday/Thursday
(9/27-9/28)
Pro or Anti CAESAR!!!!

Daily Objective:

**SWBAT** Read and comprehend complex literary and informational texts independently and proficiently

**SWBAT** make inferences based on prior knowledge before reading a new text.

Teks: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5 (e), 2.5 (f), 2.5 (g), 2.8 (a), 2.8 (d)

Agenda with Approximate Time Limits:

1. Vocabulary Blooket Review (5-7 minutes)
2. Warm Up Finish Act 1
3. **DUE: Pro/Anti-Caesar Padlet Posts (Major 3)**
4. **DUE: Caesar Short Response (Major 3)**
5. Exit Ticket

Assessment: Julius Caesar Anti/Pro Padlet and Response

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.

Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.
Daily Objective:
SWBAT: read, comprehend, and analyze Act 2 of *Julius Caesar* using guided questions and digital resources.

SWBAT: write and support conclusions based on text evidence from Acts 1 and 2 of *Julius Caesar.*

Teks: 2.2 (b), 2.4 (b), 2.4 (e), 2.4 (f), 2.5(e), 2.5(f), 2.5(g), 2.8(a), 2.8(d)

Agenda with Approximate Time Limits:

1. Vocabulary Quiz 5
2. Read Act 2 Scene 1
3. DUE: 2.1 Google Form Quiz (Group)
4. 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.