



# Westside High School Lesson Plan Template

<b>Teacher Name</b>	Bandera-Duplantier	<b>Unit Name</b>	<b>Making your Argumentative Move</b>
<b>Course</b>	English II PreAP	<b>Dates</b>	9/25-9/29

<b>Monday (9/25)</b>	<p><b>Daily Objective:</b>  <b>SWBAT</b> will be able to define academic vocabulary including author’s purpose and bias.  <b>SWBAT</b> interpret text to identify the author’s purpose and bias.  <b>SWBAT</b> 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)</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary Do Now</li> <li>2. Superstition in Roman Times Video.</li> <li>3. Foreshadowing short response</li> <li>4. <b>DUE: Caesar 1.3 Guided Questions Progress Check</b></li> <li>5. Exit Ticket</li> </ol> <p><b>Formative Assessment:</b> JC Exit Ticket</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Intervention:</b> Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.</p> <p><b>Extension:</b> Shakespeare videos and websites</p> <p><b>Follow-Up/Homework:</b> Vocabulary Quiz Friday.</p>
<b>Unit 1 Goal: Teaching Students how to analyze an author’s argument. Not agree or disagree with it.</b>	



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<p><b>Tuesday (9/26)</b></p>	<p><b>Daily Objective:</b> <b>SWBAT:</b> will be able to define academic vocabulary including author's purpose and bias.</p> <p><b>SWBAT:</b> interpret text to identify the author's purpose and bias.</p> <p><b>SWBAT:</b> 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)</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Warm Up</li><li>2. Read Act 2 Scene 1</li><li>3. <b>DUE: 2.1 Google Form Quiz (Group)</b></li><li>4. Exit Ticket</li></ol> <p><b>Formative Assessment:</b> Pro/Anti Julius Caesar Padlet (major 3) Wed/Thurs</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Intervention:</b> Co-Teacher, Feedback, Sample student paragraph. Paragraph frame.</p> <p><b>Extension:</b> Shakespeare videos and websites</p> <p><b>Follow-Up/Homework:</b> Vocabulary Quiz Friday.</p>
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<p><b>Wednesday/Thursday (9/27-9/28)</b> <b>Pro or Anti CAESAR!!!!</b></p>	<p><b>Daily Objective:</b></p> <p><b>SWBAT</b> Read and comprehend complex literary and informational texts independently and proficiently</p> <p><b>SWBAT</b> 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)</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Vocabulary Blooket Review (5-7 minutes)</li><li>2. Warm Up Finish Act 1</li><li>3. <b>DUE: Pro/Anti-Caesar Padlet Posts (Major 3)</b></li><li>4. <b>DUE: Caesar Short Response (Major 3)</b></li><li>5. Exit Ticket</li></ol> <p><b>Assessment:</b> Julius Caesar Anti/Pro Padlet and Response</p> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Intervention:</b> More time.</p> <p><b>Extension:</b> Shakespeare videos and websites</p> <p><b>Follow-Up/Homework:</b> Vocabulary Quiz Friday.</p>
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<p><b>Friday (9/29)</b></p>	<p><b>Daily Objective:</b> <b>SWBAT:</b> read, comprehend, and analyze Act 2 of <i>Julius Caesar</i> using guided questions and digital resources.</p> <p><b>SWBAT:</b> write and support conclusions based on text evidence from Acts 1 and 2 of <i>Julius Caesar</i>.</p> <p>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)</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Vocabulary Quiz 5</li><li>2. Read Act 2 Scene 1</li><li>3. DUE: 2.1 Google Form Quiz (Group)</li><li>4. Exit Ticket</li></ol> <p><b>Modifications:</b> Sentence Starters, Sentence Stems, Sample Completed Sentences, Rhetorical Analysis Verbs (RAV) Wall, Modified Vocabulary Quiz</p> <p><b>Intervention:</b> Co-Teacher, Electronic Submission and Spontaneous Feedback, Rhetorical Analysis Verbs (RAV) Wall</p> <p><b>Extension:</b> Additional text-dependent questions at various levels can be provided with or without sentence stems. Vocabulary Blooket Review</p> <p><b>Follow-Up/Homework:</b> Enjoy your weekend.</p>
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