



Westside High School Lesson Plan Template

Teacher Name		Unit Name	Telling Details
Course	English 1	Dates	10/3 – 10/7

Monday	<p>Daily Objective:</p> <ul style="list-style-type: none"> • ELA.9.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. <p>Agenda with Approximate Time Limits</p> <ul style="list-style-type: none"> • Do Now: Weekend Vibes Quickwrite (On No Red Ink) • Direct Instruction: Group work - STEAL Characterization of the mother in “The First Day” by Edward Jones (indirect characterization) • Guided Practice: Teacher will monitor groups and CFU • Exit Ticket (On Canvas): Literary analysis paragraph prompt: How does Edward Jones indirectly characterize the mother in “The First Day?” Cite evidence to explain your answer. <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Word Wall: Unremarkable, scattered, soothing, sturdiness, timeworn, vigorously, strewn, arrayed, hesitation</p> <p>Intervention: Sentence stems for EBs and struggling learners. In “The First Day” by Edward P. Jones, the mother is indirectly characterized by _____. While the narrator chooses to present her mother as _____, the mother’s vulnerability is revealed when _____. The text states, “_____.” The mother’s personality shines through when _____. This conveys that the mother _____.</p> <ul style="list-style-type: none"> • Write a paragraph for your answer. • Echo the question and use the author's first and last name and the title of the story in your first sentence. • Cite evidence from the text to explain your response (one sentence from the text) and embed it into a sentence. • No textual evidence belongs in the first or last sentence of the paragraph. <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
Tuesday/Wednesday	Teacher Work Day/Fall Holiday



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<p>Thursday</p>	<p>Daily Objective:</p> <ul style="list-style-type: none"> • ELA.9.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. <p>Agenda with Approximate Time Limits</p> <ul style="list-style-type: none"> • Do Now: Grammar Quiz (On No Red Ink) • Direct Instruction: Group work: STEAL Characterization of the bank clerk in “Red Fox Fur Coat” by Teolinda Gersao • Guided Practice: Teacher will monitor groups and CFU • Exit Ticket (on Canvas): Literary analysis paragraph prompt: How does Teolinda Gersao indirectly characterize the bank clerk in “The Red Fox Fur Coat?” Cite evidence to explain your answer. <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Word Wall: humble, furrier, infinitesimal, intense, pretext, provoke, obscure, divert, agile, nimble</p> <p>Intervention: Sentence stems for EBs and struggling learners. In “The Red Fox Fur Coat” by Teolinda Gersao, the bank clerk is indirectly characterized by _____. Her personality shines through when _____, We learn more about the bank clerk’s personality when _____. Gersao portrays the bank clerk as _____ when the text states, “_____.” This illustrates that the bank clerk _____.</p> <ul style="list-style-type: none"> • Write a paragraph for your answer. • Echo the question and use the author's first and last name and the title of the story in your first sentence. • Cite evidence from the text to explain your response (one sentence from the text) and embed it into a sentence. • No textual evidence belongs in the first or last sentence of the paragraph. <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
<p>Friday</p>	<p>Daily Objective:</p> <ul style="list-style-type: none"> • ELA.9.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. <p>Agenda with Approximate Time Limits</p> <ul style="list-style-type: none"> • Do Now: Consider the following prompt and craft a written response to it: “Do you think Mary remained in control during the entire situation? If so, how? If not, where do you see her lose control?” Spend some time talking through the various responses with the class. • Direct Instruction: Pose a class wide discussion about “Lamb to the Slaughter.” Use Socratic questioning to engage students. Go over the function of the words although, while, and even though – subordinating conjunctions.



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	<ul style="list-style-type: none">● Exit Ticket: Distribute stickies to every student.● Prompt: Consider how Dahl ended the story with Mary “giggling.” Think about if he had chosen to have her “crying” instead. How would this change the interpretation of the ending?● Sentence Stem: In “Lamb to the Slaughter,” Dahl conveys _____ by/through _____. <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Word Wall: acquire, administer, bewilder, translucent, blunt, congeal, console</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
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