



Westside High School Lesson Plan Template

Teacher Name	Casanover	Unit Name	1.7-1.9
Course	English 1	Dates	9/19-9/23

Monday	<p>Daily Objective: Students will read closely and analyze a short story as well as notice implicit details within the text.</p> <p>Agenda with Approximate Time Limits: What activities will your students do? Example:</p> <ol style="list-style-type: none">Do Now: Consider the title “Lamb to the Slaughter”. How does this title make you feel? What about this title stands out? Is there a literal or metaphoric interpretation to the title? Use this as a segway into implicit details in stories. (5-7 minutes)Direct Instruction: Students will listen as we read through the opening 7 paragraphs of “Lamb to the Slaughter” together. Students should be asked to look for stand out details from the story during the initial read through. Have students be ready to discuss the details they deemed important or interesting. Ask them to explain their line of reasoning for their decision.(15-20 minutes)Do: After reading “Lamb to the Slaughter”, describe how Mary Maloney sets the stage for her husband's return from work. Describe the physical details of the setting as well as her mental state leading up to his return. Have students be ready to share their findings with the class. (up to 20 minutes)Exit Ticket: Have students describe how the story made them feel. Use this as a segway into Mood and how it is an implied aspect of reading. (up to 5 minutes) <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p>
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	<p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
Tuesday	<p>Daily Objective: Students will read closely and analyze a short story as well as notice implicit details within the text.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now: Make a prediction on what you think the second half of the story will contain.2. Direct Instruction: Read the remaining paragraphs of “Lamb to the Slaughter”. Have students discuss details they noticed in the story with the class. Be prepared to have them explain their line of reasoning. Have students think about and look for how the night seems “scripted”. Consider the question stems in the Pre-AP Teacher Resource for this unit.3. Do: Students will work with a partner and discuss the following: “re-read paragraphs 8-38 and talk about how Patrick went off ‘script’ during this particular evening. Point out specific details from the text to support your findings.”4. Exit Ticket: Students should try to come up with what they think the “conclusion” to this story is. Use the details in the story to make a prediction of what they think happened after the story ends. <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>



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Wednesday/Thursday	<p>Daily Objective: Students will use details from the text to make inferences and defend an argument.</p> <p>1.8 Pre-AP Teacher Resource</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. 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.2. Direct Instruction: Pose a classwide discussion about “Lamb to the Slaughter”. Use socratic questioning to engage students. Consider the question stems in the 1.8 Pre-AP Teacher Resource linked above under “Part 2” of the Resource.3. Do: Go over the function of the words <i>although</i>, <i>while</i>, and <i>even though</i>. Afterwards, have students form sentences about the text using those subordinating conjunctions as their leading words.4. Exit Ticket: 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? Use the sentence stem “In ‘Lamb to the Slaughter’, Dahl conveys _____ by/through _____.” <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>



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<p>Friday</p>	<p>Daily Objective: Students will understand how to form a Literary Analysis Paragraph using a selected text.</p> <p>1.9 Teacher Resource Student Paragraph Outline</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now: No do now today. Go straight into Direct Instruction.2. Direct Instruction: Using the Student Paragraph Outline linked above, you will go through how to format a Lit Analysis paragraph with your students. Using the Part 1 from the Resource, model the step by step outline on the Clevertouch with your students. Use “Lamb to the Slaughter” as your analytical reference. Make sure students understand the solid lines vs dotted lines when separating complete sentences and notes. Make sure students understand that they must provide textual evidence to back up their arguments. Model how to find and insert textual evidence into a paragraph.3. Do: Have students complete their own Outline sheet. Help guide them as needed. If time allows, move into Part 3 of the Resource about revising paragraphs.4. Exit Ticket: Students need to have a completed Paragraph Outline to leave the class. <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
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