



# Westside High School Lesson Plan Template

<b>Teacher Name</b>		<b>Unit Name</b>	<b>1.10</b>
<b>Course</b>	English 1	<b>Dates</b>	10/10-10/14

<b>Monday</b>	<p><b>Daily Objective:</b> The student will interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating.</p> <p><b>Agenda with Approximate Time Limits:</b> What activities will your students do? Example:</p> <ol style="list-style-type: none"> <li><b>1. Do Now:</b> Teacher’s choice of activity: Quickwrite, NoRedInk, Quill, etc.</li> <li><b>2. Direct Instruction:</b> Model for students how to use annotation resource on Canvas. Explain the importance of annotations and what is important vs not important while annotating. Show how to write text, highlight, use different colors.</li> <li><b>3. Do:</b> Have students read “The Tell-Tale Heart” by Edgar Allan Poe. Have them annotate the story as they read. Have students number paragraphs, highlight topic sentences, highlight unfamiliar vocabulary, highlight figurative language, highlight (in different colors) speech, thoughts, effect on others, and moments indicating the narrator’s insanity.</li> <li><b>4. Exit Ticket:</b> Have students write in their own words the purpose and benefits of annotating text.</li> </ol> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> Sentence stems for EBs and struggling learners.</p> <p><b>Extension:</b> Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p><b>Follow-Up/Homework:</b> What should students do to prepare for the next day?</p>
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<b>Tuesday</b>	<p><b>Daily Objective:</b> Students will revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness. Students will edit drafts using standard English conventions, including a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. <b>Do Now:</b> Quill activity of choice to practice revision (I'll use <a href="#">The First Day</a> quill)</li><li>2. <b>Direct Instruction:</b> Direct students to English I diagnostic on NoRedInk.com OR you can do STAAR revision quiz on Canvas over passage with 5 questions.</li><li>3. <b>Do:</b> Plan for students to spend around 25-30 minutes taking diagnostic.</li><li>4. <b>Exit Ticket:</b></li></ol> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> Sentence stems for EBs and struggling learners.</p> <p><b>Extension:</b> Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p><b>Follow-Up/Homework:</b> What should students do to prepare for the next day?</p>
<b>Wednesday/Friday</b>	<p><b>Daily Objective:</b> Students will determine word meanings and word relationships. Students will use word knowledge to create predictions about a text. Students will collaborate with peers through academic conversations.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. <b>Do now:</b> Have students prep for <a href="#">Vocabulary Activity</a>. Give them scissors and sticky notes. Ask them to cut the word sheet into individual words. Will work best with a partner or small group of 4. (5-7 minutes)</li><li>2. <b>Direct Instruction:</b> Discuss some of the word meanings and relationships (with aid of dictionaries or internet as needed) and explain that students will categorize the words. Because this activity asks students to consider how words are</li></ol>



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	<p>associated with one another by meaning and then to anticipate how they may be associated with one another in a single text, do not reveal the source (“An Occurrence at Owl Creek Bridge”) yet. (15-20 minutes)</p> <ol style="list-style-type: none"> <li><b>Do:</b> Have students categorize the words. Let groups know there is no right or wrong way to create categories as long as their word grouping makes sense to them. (Example: one group may decide to place the word current with other words associated with time (interval, former, latter) and another group might interpret current as a word associated with water and categorize it with motion words (velocity, oscillation, vortex, vigorously). Use sticky notes to make labels for the different word groupings they made. Have students walk around and look at how other groups categorized the words. (up to 20 minutes)</li> <li><b>Exit Ticket:</b> I predict that “An Occurrence at Owl Creek Bridge” will be about _____ because _____. (up to 5 minutes)</li> </ol> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> Sentence stems for EBs and struggling learners.</p> <p><b>Extension:</b> Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p><b>Follow-Up/Homework:</b> What should students do to prepare for the next day?</p>
<p><b>Thursday</b></p>	<p><b>Daily Objective:</b> The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li><b>Do Now:</b> Teacher’s choice of activity: quickwrite, NoRedInk, Quill, etc.</li> <li><b>Direct Instruction:</b> Have students complete 20 minutes of independent silent reading of a self-selected text.</li> </ol>



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3. **Do:** Choose two questions from the [Reader Response](#) list and have students answer by writing at least a paragraph for each question.
4. **Exit Ticket:** (1) The summer I turned fourteen, I wanted to buy a new skateboard, but instead of saving the money I earned doing chores for neighbors, I spent it playing arcade games and buying movies and CDs. (2) I asked my parents to loan me the skateboard money. (3) I said I would pay them back later, but my dad told me no. (4) He said he was sorry, but I appeared to be a bad credit risk.

- What is the most effective way to combine sentences 2 and 3?

- A. After asking my parents to loan me the skateboard money, my dad told me no, and I said I would pay them back later.
- B. I asked my parents to loan me the skateboard money, saying I would pay them back later, but my dad told me no.
- C. I asked my parents to loan me the skateboard money, and I said I would pay them back later and my dad told me no.
- D. Although I asked my parents to loan me the skateboard money my dad told me no even though I said I would pay them back later.

**Formative Assessment:** Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.

**Modifications** Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.

**Intervention:** Sentence stems for EBs and struggling learners.

**Extension:** Independent Reading Journal entry, review of previously covered vocab/literary terminology

**Follow-Up/Homework:** What should students do to prepare for the next day?