



Westside High School Lesson Plan Template

Teacher Name		Unit Name	Telling Details
Course	English 1/PreAP Eng1	Dates	9/26 to 9/30/2022

Monday	<p>Daily Objective: ELA 9th grade English skills Today students will take the C1 summative test in OnTrack. Students will read two grade level texts and answer multiple choice questions. Students will write a well constructed paragraph response to the text.</p> <p>MATERIALS: Paper tests and answer sheets for students with testing modifications. Dictionaries Agenda with Approximate Time Limits:</p> <p>**** you might want to show the rubric for constructed response on your screen during the administration of the test.</p> <ol style="list-style-type: none"> 1. Turn in cellphones 2. Close all apps on laptops for lockdown browser 3. Go to Clever and OnTrack for assessment 4. Teacher will make test ready for each student. 5. Students will test. 6. Fast finishers will work in Quill, Vocab.com, or NoRedINK <p>Formative Assessment: What formative assessment strategies will you incorporate into your lesson?</p> <p>Modifications: PAPER TESTS FOR STUDENTS WITH TEST MODIFICATION</p> <p>Intervention: as noted in IEPs/504s</p> <p>Extension:</p> <p>Follow-Up/Homework: Check PowerSchool. Finish and turn in in missing work</p>
Tuesday	<p>Daily Objective: ELA. 9.4.G Evaluate details read to determine key ideas. ELA 9.4.G Monitor comprehension and make adjustments such as re-reading and annotating</p> <p>Agenda with Approximate Time Limits: DO NOW: Quill, Vocab.com or No Red Ink</p> <p>Direct Instruction: Teacher will guide close reading with guided comprehension questions for the text “Red Fox Fur Coat” Questions are on PowerPoint</p> <p>Formative Assessment: teacher observation of student responses and ability to cite text evidence</p> <ol style="list-style-type: none"> 1. Read first paragraph of “Red Fox” Annotate telling details. Notice all the emotions the bank clerk experiences. Note some of her emotions are directly stated and some are indirectly expressed. 2. Group share



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	<p>3. Read the rest of the story. Ask: The main character begins the story as a “humble bank clerk.” What does she end the story as? STOP. Continue on Wednesday.</p> <p>Modifications: Students can highlight words they don’t know. English learners can circle verbs</p> <p>Intervention: As needed</p> <p>Extension:</p> <p>Follow-Up/Homework: Students should re-read “Red Fox Fur Coat” to be ready to discuss and write tomorrow</p>
Wednesday/Thursday	<p>Daily Objective: ELA 9.4.1 Monitor comprehension and make adjustments such as re-reading and annotating. ELA9.4.G Evaluate details read to determine key ideas. ELA.9.3.A Read grade appropriate text independently</p> <p>Agenda with Approximate Time Limits: DO NOW: Quill or No Red Ink, practice with subordinating conjunctions Direct Instruction:</p> <p>Have students think about the evolution of the main character by recounting the story from her perspective. Direct students to reread the story with a partner. Annotate text for details that show physical change.</p> <p>Direct students to pick a partner to write a short first person narrative (rough draft, 5-10 sentences with dialogue) written from the perspective of the bank clerk, reporting her physical evolution throughout the course of the story—almost as if she is reporting physical symptoms to a doctor.</p> <p>Independent work: Students reread the text with a partner noticing telling details above. Share narratives when you are finished.</p> <p>After all narratives are read, direct students to notice and compare which physical changes they selected for their telling details.</p> <p>Ask: Where in the text did you find those telling details?</p> <p>Direct students to annotate the text for details they missed yesterday.</p> <p>Exit Ticket. In the margin or on back of paper, or in a notebook, respond to the following question. The word predator was said to keep “bobbing insistently about” in the woman’s mind. Do you think the woman in the story should be considered predator or prey? In other words, do you think the bank clerk has been taken over by some external force (making her the prey) or is she returning to her true self (as the predator/fox?)</p>



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Friday	<p>Daily Objective: Students will sort 26 words into categories that they will determine and name based on their vocabulary knowledge and online research</p> <p>Materials: 1-2 scissors per small group Glue stick per group 11x18 construction paper per group (or file folder or copy paper) 6 sticky notes (small ones) per group</p> <p>Agenda with Approximate Time Limits: Do now: Test over subordinate conjunctions in No Red Ink (Or Quill)</p> <p>Direct Instruction Sorting and Categorizing New Words Teacher makes groups of four students. Pass out handout 1.10. One copy (2 sheets of paper) to each group. Instruct groups to pick a person for a role</p> <p>Group roles: cutter researcher/dictionary person Sticky notes Gluer</p> <p>Once students are ready for group work, pass out the scissors and sticky notes only. One student can be the researcher and google for word definitions “Students will sort 26 words into categories that they will determine and name based on their vocabulary knowledge and online research. “ “Once groups have decided how they will categorize their words, they should use the sticky notes to make labels for the different word groupings they have created.” Once they have decided how they will categorize their words on a desk, they will use sticky notes and glue to place neatly on the paper background.</p> <p>Independent Practice: Students will organize the words onto a paper background and use glue stick to affix the words. When most students are finished invite students to walk around the classroom gallery walk style to observe how other groups categorized and labeled the same set of words.</p> <p>Formative Assessment: Ask students: What commonalities or patterns do you see? What differences?</p> <p>Exit ticket: Reveal the title of the story and ask students to complete the following sentence frame on a sticky note. I predict that “An Occurrence at Owl Creek Bridge” will be about _____ because _____.</p> <p>Modifications: Student can work alone if there is difficulty working in group</p>



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	<p>Intervention: As needed</p> <p>Extensions:</p> <p>Follow-Up/Homework: None. End of Cycle 1</p>
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