



Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	Telling Details
Course	English 1	Dates	10/24-10/28

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Monday	<p>Daily Objective: ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. ELA.9.9.A Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. -Read closely and analyze a short story -Explain what specific details reveal about a character</p> <p>Agenda Do Now: 1. What settings does Farquhar visit? The settings Farquhar visits include _____. 2. In what ways does Farquhar's state of mind change over the course of Part 3? Farquhar's state of mind changes over the course of Part 3, from ____ to ____. 3. What pushes Farquhar to keep trying to survive? A motivating factor for Farquhar's survival is ____.</p> <p>Direct Instruction: Model the outline process (video) for composing a literary analysis paragraph for the following prompt: <i>Write a literary analysis paragraph about how Ambrose Bierce uses shifts in language to make a statement about the nature of war or another aspect of "An Occurrence at Owl Creek Bridge" of your choice. Use a single-paragraph outline to plan your writing.</i></p> <p>Guided Practice: In-depth analysis and summary video of "An Occurrence at Owl Creek Bridge." (First 6 minutes on Monday, remainder on Tuesday)</p> <p>Exit Ticket: In linear plot development, the events of a story happen in chronological order. In non-linear plot development, events happen out of order. For example, plots that include a flashback interrupt the sequence of a story by telling about an event that happened before the story began. How is Part 2 of "An Occurrence at Owl Creek Bridge" an example of a flashback? Write a strong topic sentence that echoes the question and cite evidence to support your answer.</p> <p>Paragraph Stem: Part two of "An Occurrence at Owl Creek Bridge" by Ambrose Bierce is an example of a flashback because _____.</p> <p>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>Word Wall: ramification, periodicity, effaced, encompassed, oscillation, restored</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p>
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Tuesday	<p>Daily Objective: ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. ELA.9.9.A Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. -Read closely and analyze a short story -Explain what specific details reveal about a character</p> <p>Agenda: Test Review</p> <p>Do Now: 1. What do you learn about Farquhar's character in Part 2?</p> <p>In Part 2, I learn that Farquhar _____.</p> <p>2. What information does the Federal scout share with Farquhar?</p> <p>The Federal scout shares _____.</p> <p>3. Why does the Federal scout share inside information with Farquhar about what the Union soldiers are doing? Is the information he shares truthful?</p> <p>The Federal scout shares inside information with Farquhar about what the Union soldiers are doing because _____. This information is _____ and intended to _____.</p> <p>Direct Instruction: Test Review Guided Practice: In-depth analysis and summary video of "An Occurrence at Owl Creek Bridge." (Second half of video) Exit Ticket: 1. Did Farquhar achieve his goal of living the "larger life of a soldier" by attempting to destroy the bridge to thwart Union forces?</p> <p>2. What textual evidence about Farquhar's character stands out to you?</p> <p>3. How does Farquhar serve the "Southern cause?"</p> <p>4. Who is the gray-clad soldier?</p> <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc. Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc. Word Wall: ramification, periodicity, effaced, encompassed, oscillation, restored Intervention: Sentence stems for EBs and struggling learners. Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been. Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
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<p>Wednesday/Thursday</p>	<p>Daily Objective: ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. ELA.9.9.A Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. -Read closely and analyze a short story -Explain what specific details reveal about a character</p> <p>Agenda Assessment 4 Exit Ticket: Introduce students to Mackinvia/Comics Plus.</p> <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: Remove passive voice verbs - am, is, are, was, were, be, being, been. Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
<p>Friday</p>	<p>Daily Objective: ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. ELA.9.9.A Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</p> <p>Agenda with Approximate Time Limits: Do Now (5-7 minutes): 1. What was most interesting about your work in this unit? The most interesting thing about my work in this unit was _____ because _____. 2. What stands out about your work with literary analysis? What stands out about my work with literary analysis is _____.</p> <p>Direct Instruction (20 minutes): Reread "What Happened During the Ice Storm," underlining or annotating the (as Woolf calls it) "delicious" language that shows instead of tells. Focus: Decide to focus on one aspect of the narrative for your found poem. Maybe you will want to focus on the plight of the pheasants, the severity of the ice storm, the beauty or suspense behind the boys' gesture, etc.</p> <p>Guided Practice(10 minutes): Constructing a Found Poem</p> <p>Exit Ticket: Introduce students to Comics Plus on Mackinvia. Ask them to select a graphic novel and answer these questions:</p> <p>The graphic novel I chose is " _____ " by _____.</p> <p>The genre of this book is _____.</p>



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	<p>Questions I have about the book and theme are _____.</p> <p>The protagonist is _____.</p> <p>The setting of the book is _____.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
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