



Westside High School Lesson Plan Template

Teacher Name		Unit Name	2.1 - 2.2
Course	English 1	Dates	10/31 - 11/4

Monday	<p>Daily Objective: Students will identify what distinguishes poetry from prose and analyze the poet's choices in a found poem and will demonstrate understanding through written responses to prompts.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now (5-7 minutes) - Observing Poetry Versus Prose - Students will video Exhibit A and Exhibit B and answer a writing prompt to notice which one is prose and which one is poetry. When students have had a couple minutes to read and write, have them give their answers to be placed in an anchor chart on the board.2. Direct Instruction (15-20 minutes) - Read aloud of Exhibit A and Exhibit B. Asking questions about repetition, the subject of the poem, and the words as telling details.3. Guided Practice (up to 20 minutes) - Have students draw a line through every line the poet omitted on Exhibit B to show how the poet took a well known text and turned it into a found poem.4. Exit Ticket (up to 5 minutes) - Students will give a short answer to the following quote. ". . . it is true, poetry is delicious; the best prose is that which is most full of poetry." <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
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Tuesday	<p>Daily Objective: Students will construct a found poem based on a short story and reflect on their own writing choices and processes and will demonstrate understanding through original, found poems and written reflections.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now (5-7 minutes) - Vocab.com activity, No Red Ink Activity, Writing prompt of teacher's choice2. Direct Instruction (15-20 minutes) - We will review yesterday's poems and continue any discussion necessary to ensure students understand the idea of found poetry.3. Guided Practice (up to 20 minutes) - Students will then use "What Happened in the Ice Storm" to create their own found poem.4. Exit Ticket (up to 5 minutes) - Students will reflect on their writing and answer why they made the choices they did. <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
Wednesday/Thursday	<p>Daily Objective: Students will read and analyze a personal essay, understand the role of revision in the writing process while demonstrating understanding through responses to text-dependent questions and a chart of text based evidence</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now (5-7 minutes) - Opening writing prompt - "If you were creating your own poem instead of retelling a story, how would your writing process change? How might it be the same or different from creating a found poem?"



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	<ol style="list-style-type: none"> 2. Direct Instruction (15-20 minutes) - Read the opening paragraphs of "Lottery" aloud and discuss the author's purpose questions found on Handout 2.2A 3. Guided Practice 30 - 45 minutes - Separate students into groups and have students read aloud each section of Lottery in their groups. Using 2.2 C guide the students to point out the differences between the journal, draft 2, and the final version of the poem. Students will create a chart that will be posted throughout the room so students can walk around and look at each group. 4. Exit Ticket (up to 5 minutes) - Students will submit an exit ticket to discuss one of the sections of revision categories. Point of View, Verb Tense, What was cut, what was preserved and what was added. <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
<p>Friday</p>	<p>Daily Objective: Students will analyze revision choices in multiple iterations of a poem and demonstrate understanding through an analytical paragraph about revision decisions.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Do Now (5-7 minutes) - Vocab.com activity, No Red Ink Activity, Writing prompt of teacher's choice 2. Direct Instruction (15-20 minutes) - We will review the previous day's discussion answering reflection questions about the revisions that we noticed. 3. Guided Practice (up to 20 minutes) -Students will use handout 2.2 D to create a paragraph based on their chosen revision to discuss. 4. Exit Ticket (up to 5 minutes) - Bi-weekly common formative assessment on OnTrack



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	<p>Formative Assessment: Bi-weekly common formative assessment</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
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