# Westside High School Lesson Plan Template

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<th>Teacher Name</th>
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<td>Course</td>
<td>English 1</td>
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### Monday

**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.

**Agenda with Approximate Time Limits:**
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.”

**Formative Assessment:** Peardeck responses, randomizers, exit ticket.

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

**Intervention:** Vocabulary Support, Freckle, leveled texts

**Extension:** Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com

**Follow-Up/Homework:** Students will need to review texts learned in class and read independently for 20 minutes.
### Tuesday

**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.

**Agenda with Approximate Time Limits:**

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 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.

**Formative Assessment:** Peardeck responses, randomizers, exit ticket.

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

**Intervention:** Vocabulary Support, Freckle, leveled texts

**Extension:** Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com

**Follow-Up/Homework:** Students will need to review texts learned in class and read independently for 20 minutes.

### Wednesday/Thursday

**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.

**Agenda with Approximate Time Limits:**

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?”
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.

Formative Assessment: Peardeck responses, randomizers, exit ticket.

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

Intervention: Vocabulary Support, Freckle, leveled texts

Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com

Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.

Friday

Daily Objective: Students will analyze revision choices in multiple iterations of a poem and demonstrate understanding through an analytical paragraph about revision decisions.

Agenda with Approximate Time Limits:
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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**Formative Assessment**: Bi-weekly common formative assessment

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

**Intervention**: Vocabulary Support, Freckle, leveled texts

**Extension**: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com

**Follow-Up/Homework**: Students will need to review texts learned in class and read independently for 20 minutes.