



# Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	2.3-
Course	English 1	Dates	11/7 - 11/11

<b>Monday</b>	<p><b>Daily Objective:</b> Students will identify distinctive language in poetry and be able to analyze its effectiveness. Students will also understand how stylistic choices contribute to the meaning and effects of a work.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>1. Do Now (5-7 minutes) Share the following prompt with students. Read John Montague’s poem “The Fight.” It is considered a narrative poem because, just like “Lottery,” it tells a story. Summarize the story of “The Fight” in no more than two sentences</li> <li>2. Direct Instruction (15-20 minutes) – Have students share responses and talk about how often the word “egg” shows up in their responses. Discuss how they came to the conclusion that it was an “egg.” Talk about how language led them to the conclusion without even directly labeling the “egg.”</li> <li>3. Guided Practice (up to 20 minutes) – Use handout 2.3 from the Student Resources. Have students partner up and complete the handout. Students will be asked to analyze the stanzas individually and point out language that stands out to them. They will also need to provide reasoning.</li> <li>4. Exit Ticket (up to 5 minutes) - To prepare students for using some of these word-choice examples as evidence in a piece they will write in the subsequent lesson, model completing the following sentence frame: Montague’s use of _____ in “The Fight” suggests to the reader that _____.</li> </ol> <p><b>Formative Assessment:</b> Peardeck responses, randomizers, exit ticket.</p> <p><b>Modifications:</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> Vocabulary Support, Freckle, leveled texts</p> <p><b>Extension:</b> Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p><b>Follow-Up/Homework:</b> Students will need to review texts learned in class and read independently for 20 minutes.</p>
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<b>Tuesday</b>	<p><b>Daily Objective:</b> Students will identify distinctive language in poetry and be able to analyze its effectiveness. Students will also understand how stylistic choices contribute to the meaning and effects of a work. (Lesson 2.3 Continued)</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Do Now (5-7 minutes) – Vocab exercise based on Word Wall Vocabulary (varies per teacher)</li><li>2. Direct Instruction (15-20 minutes) – Use Part 3 of lesson 2.3. Ask students to look closely at the slice of stanza two that sits between the boy’s offering of the eggs and their destruction. Re-Read the stanza (or the whole poem if you like) to the students. Once again focus on how language and punctuation work in harmony to enhance a poem.</li><li>3. Guided Practice (up to 20 minutes) Have them study the punctuation and ask: Did you see anything peculiar? How would this moment in the poem be different if Montague had placed all of the word “turning” in the next line? Point out that readers of prose are used to seeing words split in two at the end of a line. Ask students, Why is it remarkable here? Note for students that Montague has used a convention from prose by breaking apart the word turning. This borrowing from prose lends emphasis in the context of his poem and slows down the reading of the word to mirror the act of turning itself. It is almost as if the pivotal turning is in slow motion, as the word is turn-ing around the end of the line.</li><li>4. Exit Ticket (up to 5 minutes) - As an exit ticket, ask students to use the following stem to complete another analytical sentence: By breaking apart the word turning and slowing down the reading, Montague emphasizes _____.</li></ol> <p><b>Formative Assessment:</b> Peardeck responses, randomizers, exit ticket.</p>



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<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b> Students will establish a precise claim and gather textual evidence to support it. Students will also plan and write a multi-paragraph analysis.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Do Now (5-7 minutes) – Share the following prompt: Re-read the last stanza of “The Fight”. How is this stanza different from the rest of the poem?</li><li>2. Direct Instruction (15-20 minutes) – To support student comprehension of the final stanza, point out that the semicolon at the end of the third line is separating two complete thoughts. Have students join partners to write a sentence for each half of this stanza, translating the poetic verse into prose. Have students share translations of the last stanza and linger on the expression “double edge of impulse”. Remind students that in “Red Fox Fur Coat” the word impulse implies action that is reflexive, instinctual, and not premediated. Ask them <b>when Montague refers to the “double edge of impulse,” what does he mean?</b></li><li>3. Guided Practice 30 - 45 minutes – Have students re-read “The Fight” and “What Happened During The Ice Storm” to prepare for a writing activity. Show them the prompt: <b>Both the short story “What Happened During the Ice Storm” and the poem “The Fight” tell stories about how the unpredictable nature of human impulse in the face of nature. How does each writer use pivotal words and phrases to develop this theme?</b> Have students annotate the texts or take note of language that implies impulsive or unpredictable action toward nature. You can create a chart for them or have them create one themselves. There is an example in the 2.4 handout under part 3. Work with students to</li></ol>



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	<p>preview what they think a multi-paragraph writing should look like. Use leading questions like: how many paragraphs do you think this prompt needs? Then, use handout 2.4 and start going over the multi-paragraph outline with the students. Walk students through the Introduction portion of the outline.</p> <p>4. Exit Ticket (up to 5 minutes) Have students complete a good introduction before they leave.</p> <p><b>Formative Assessment:</b> Peardeck responses, randomizers, exit ticket.</p> <p><b>Modifications:</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> Vocabulary Support, Freckle, leveled texts</p> <p><b>Extension:</b> Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p><b>Follow-Up/Homework:</b> Students will need to review texts learned in class and read independently for 20 minutes.</p>
<b>Friday</b>	<p><b>Daily Objective:</b> Students will analyze revision choices in multiple iterations of a poem and demonstrate understanding through an analytical paragraph about revision decisions.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Do Now (5-7 minutes) – Use the prompt <b>What do Body Paragraphs do for a paper? What is their purpose?</b></li><li>2. Direct Instruction (15-20 minutes) – Take a few minutes to go back over the Multi Paragraph Outline to prepare them for writing a multi paragraph essay. Focus on writing body paragraphs for today’s lesson.</li><li>3. Guided Practice (up to 20 minutes) -Students will refer back to the Multi-Paragraph Handout and go over writing body paragraphs. The Teacher will go through the basics of forming a good body paragraph and how to do so. Students will then be led into making their own body paragraphs. Students should produce at least 1 good body paragraph before the end of class.</li><li>4. Exit Ticket (up to 5 minutes) – Have students share their body paragraph with a neighbor and record feedback.</li></ol> <p><b>Formative Assessment</b> Peardeck responses, randomizers, exit ticket</p>



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