



Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	Telling Details
Course	English 1	Dates	9/5 – 9/9

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Monday	Daily Objective: Student Holiday
Tuesday	<p>Daily Objective: ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. ELA.9.6.A Analyze how themes are developed through characterization and plot in a variety of literary texts. Read closely and analyze a short story Explain what specific details reveal about a character</p> <p>Agenda with Approximate Time Limits: Do Now: Read the first paragraph of “The First Day” and answer the following question: “Based on the language and details in the first paragraph, how do you know this is not just another ordinary day in the narrator’s life?” Stem: Based on the language and details in the first paragraph, I know this is not just another ordinary day in the narrator’s life because _____. The text states, “_____.” This proves _____.</p> <p>Direct Instruction: Read Aloud of “The First Day” Ask students about their responses to the writing prompt. Identify details that stood out on the first read.</p> <p>Guided Practice: Identify/highlight all the “This is my mother” moments. (There are 4) Have students write the quotes and create a simple sentence for each. Choose an adjective that describes the mother that is reflected in the quote.</p> <p>Exit Ticket: While the narrator chooses to present her mother as _____, the mother’s vulnerability is revealed when _____.</p> <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications:</p>



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	<p>Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Word Wall: Unremarkable, scattered, soothing, sturdiness, timeworn, vigorously, strewn, arrayed, hesitation</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.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
Wednesday/Thursday	<p>Daily Objective:</p> <p>ELA 9.4B: Students will generate questions about a text before, during, and after reading to deepen understanding.</p> <p>ELA 9.2B: Analyze text to distinguish between the denotative and connotative meanings of words.</p> <p>ELA 9.2A: Analyze the author’s purpose, audience, and message.</p> <p>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>ELA.9.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>Agenda with Approximate Time Limits:</p> <p>Do Now (5-7 minutes): No Red Ink writing prompt or complex sentences quiz</p> <p>Direct Instruction (20 minutes): Students will revisit the story and identify/highlight/circle all fo the “this is my mother” moments that capture the essence of the narrator’s mother. Video over Craft Moves</p> <p>Guided Practice (30 minutes): This Is My Mother handout (in cooperative groups)</p> <p>Exit Ticket (10-15 minutes): How would the story be different if Jones had the sound of the mother’s footsteps “fade into the distance?” Why does the narrator hear them “above it all?”</p> <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p>



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Friday	<p>Daily Objective: ELA 9.4B: Students will generate questions about a text before, during, and after reading to deepen understanding. ELA 9.2B: Analyze text to distinguish between the denotative and connotative meanings of words. ELA 9.2A: Analyze the author’s purpose, audience, and message. 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. ELA.9.9.C Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.</p> <p>Agenda with Approximate Time Limits: Do Now (5-7 minutes): No Red Ink writing prompt Direct Instruction (20 minutes): Distinguishing between independent and dependent clauses: Video Guided Practice(10 minutes): Volunteers will label each one as a dependent or independent clause: Down New Jersey Avenue she takes my hand to begin my very first day of school long before I learned to be ashamed of my mother and we set off on an otherwise unremarkable September morning.</p> <p>Exit Ticket (10 minutes): When/who does what/where/why sentence: Students will write a variety of original sentences following the same pattern and label each clause and phrase accordingly. Students can</p>



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base their sentences on events in their own lives or on events that happened to others.

Sample: **/When/** On November 19, 1863 **/Who does what/** President Abraham Lincoln delivered the Gettysburg Address **/Where/** in Gettysburg, Pennsylvania **/Why/** to honor the slain Civil War soldiers.

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 Word Wall: Unremarkable, scattered, soothing, sturdiness, timeworn, vigorously, strewn, arrayed, hesitation

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.