

Teacher Name	Gamboa	Unit Name	Unit 1
Course	English 1	Dates	8.29 - 9.2

24 1	Della Oldenia		
Monday	Daily Objective:		
	ELA.9.5.E Interact with sources in meaningful ways such as notetaking,		
	annotating, freewriting, or illustrating.		
	ELA.9.11.B Critique the research process at each step to implement		
	changes as needs occur and are identified.		
	Agenda with Approximate Time Limits: What activities will your		
	students do?		
	Example:		
	1. Do Now (5-7 minutes) - Display pictures from Pre AP		
	Lesson 1 Close Observation - "Choose one picture displayed		
	and write down any observations you make about the		
	room.		
	2. Direct Instruction (15-20 minutes) - Ask students "What		
	details about this room and its contents reveal how this		
	person works?" Class discussion about the most telling		
	details and what it says about the owner. Repeat for each		
	image.		
	3. Guided Practice (up to 20 minutes) - Break into groups		
	and finish observing the last two pictures.		
	4. Exit Ticket (up to 5 minutes) - Answer the following		
	question: "The is a detail that reveals"		
	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: Famine, scavengers, corpses, comrades, subversive,		
	treacherous		
	Intervention: Sentence stems for EBs and struggling learners.		
	Extension: Remove passive voice verbs - am, is, are, was, were, be,		
	being, been.		

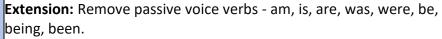


	Follow-Up/Homework: 20 minutes of independent reading of book of choice.
Tuesday	Daily Objective: ELA.9.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. -Read and analyze a complex literary text -Revise and expand simple sentences by adding details -Redad with Approximate Time Limits: Do Now (5 minutes): Think/Write about a photo of bread. This image makes me think because This image makes me feel because Direct Instruction (15 minutes): Assign "Bread" by Margaret Atwood. Opening writing prompt - Throughout the reading of "Bread," how many rooms/settings does your mind visit? List and number them - note a telling detail associated with each setting in "Bread." Guided Practice: Now that you are thinking about how much bread is in each setting, how does that affect the value or importance of the bread in each setting? What other factors or circumstances change the value of the bread throughout the story? Exit Ticket: Atwood selected "bread" as her title and subject because it represents To me, bread represents because 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: Famine, scavengers, corpses, comrades, subversive, treacherous
	Intervention: Sentence stems for EBs and struggling learners.
	Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.



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Daily Objective: ELA.9.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. -Read and analyze a complex literary text -Revise and expand simple sentences by adding details Agenda with Approximate Time Limits: Do Now: Revise and Edit: https://www.educationworld.com/a lesson/edit/edit0801.shtml Direct Instruction: 20-30 Minutes of SSR Show photo of popcorn and explain concept of kernel. Guided Practice: Kernel Task - Paragraph 1 together, and then 2-7 independently Exit Ticket: Why does Atwood use conjure instead of make or bake? Atwood uses the word "conjure" instead of "make" or "bake" because What if Atwood had chosen another food (such as ice cream) instead of bread as her subject? Why do you think she chose bread? If Atwood had chosen another food instead of bread, the passage would be different because I think she chose bread because 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: Famine, scavengers, corpses, comrades, subversive, treacherous Intervention: Sentence stems for EBs and struggling learners.





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Friday

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

Agenda with Approximate Time Limits:

Do Now: Read 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?"

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.

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.

Exit Ticket: While the narrator chooses to present her mother as , the mother's vulnerability is revealed when .

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: Famine, scavengers, corpses, comrades, subversive, treacherous

Intervention: Sentence stems for EBs and struggling learners.



