



Westside High School Lesson Plan

Teacher Name	Gamboa	Unit Name	Unit 1 Telling Details
Course	English 1	Dates	10/17-10/21

Monday	<p>Daily Objective: Students will read closely and analyze a short story and will explain the function of a narrative perspective. They will demonstrate understanding through written responses to a prompt, annotated texts, and academic conversations.</p> <p>Agenda with Approximate Time Limits: What activities will your students do? Example:</p> <ol style="list-style-type: none">1. Do Now: 7 mins Page 1 of pre-reading Handout (possibly modify to be less)2. Direct Instruction: 15-20 mins Introduce the Opening Writing Prompt for “An Occurrence at Owl Creek Bridge ” <i>Read section I of the story (the first seven paragraphs) and think of the narrator as being physically present in the setting.</i><ul style="list-style-type: none">• <i>Where is the narrator positioned as he or she portrays the scene in each of the first seven paragraphs? Is the narrator moving around or staying in one place?</i>• <i>What are your clues? Underline them or reference the paragraph number in your response.</i> <p><i>Model:</i> Read, discuss (writing prompt and clarifying sentences noted in Teacher Resources Lesson 1.11, and annotate the first 4 paragraphs. (<i>ignore my formatting snafu</i>)</p> <ol style="list-style-type: none">3. Do: 10-15 mins Students will finish reading Section I independently and respond to the Opening Writing Prompt in their Notebooks. WATCH the first 7 minutes of the film. Go back and pause at 3:36. Ask the question: “Where is the camera being held to capture this image? How do you know?”4. Exit Ticket: (>5 mins) Feel free to use this Form(make a copy). In the film, the shot of the man’s feet wouldn’t have been possible if the man’s eyes had been covered. How would Bierce’s story be different if the man’s eyes were bandaged? Have students begin their sentence with “if.” <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p>
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	<p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners. Audio provided on Canvas. Word-Study practice on vocab.com/pre-ap/eng1/owl-creek</p> <p>Extension: Write a brief critical review of the music video of Babybird's "Unloveable," directed by Johnny Depp. Consider how the camera angles, lighting, and interwoven musical performance affect the viewer's experience.</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
Tuesday	<p>Daily Objective: Students will read closely and analyze a short story, explain how word choice reveals characterization, and reflect on the reading process. They will demonstrate understanding through written responses to a prompt, exit ticket sentences, and academic conversations.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now: Quill activity of choice using <i>as long as</i>, <i>if</i>, and <i>unless</i>.2. Direct Instruction: Introduce Opening Writing Prompt. Writing prompt: You sorted the following words during the list-group-label exercise: secessionist, South, civilian, soldier, gray-clad, Yanks, northward, Federal scout. After reading section II, use these words to answer the question, <i>How was Payton Farquhar tricked? How do you know?</i> Read Section II as a group.3. Do: Students answer the prompt. Remind them to include HOW they made their inferences. So explain, "What are the telling details that led you to that conclusion?" Remind students that, if they use any challenging vocabulary, then they need to be able to explain what they mean. Make sure their responses are in first person reflecting on their own reading process to explain how they added up the clues. (You can show them the opening image of the film to show them how the film established the background of Farquhar's crime at the outset, instead of by a flashback.) Finish reading section III aloud as a class.



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	<p>4. Exit Ticket: Students use their original sentence: I predict that “An Occurrence at Owl Creek Bridge” will be about ____ because ____.” Complete a new sentence: “I predicted “An Occurrence at Owl Creek Bridge” would be about _____, but _____.</p> <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Quill Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
<p>Wednesday/Thursday</p>	<p>Daily Objective: Students will practice what they’ve learned by crafting well-organized analytical paragraphs that include sufficient details.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> Do now: Short reflection on the SCR grading rubric Do: Assessment on OnTrack Fast finishers: Complete the “Figurative Language In OOCB” Handout on Paper (so they aren’t on the internet) The handout looks loong, but it’s only 5 questions, most of which have one-word answers. Independent Reading Exit ticket: Students can take a moment to reflect on the learning cycle. <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Paper tests for students with modifications. Bilingual Dictionaries. Shortened tests for students with modifications.</p> <p>Intervention: As indicated on 504s/IEPs</p>



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	<p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p> <p>Follow-Up/Homework: Finish Handout. Independent Reading</p>
Friday	<p>Daily Objective: .Students will identify examples of powerful language and imagery and analyze how literary and stylistic elements interact to develop a theme. They will demonstrate understanding through three-column charts, analytical sentences, and annotated summaries.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now: Quick Review of Handout (5-7 minutes)2. Lesson 1.13 Part 1 Students will independently reread section III of OOCB and create a 3 column log with 3 quotes/details from the text under each category: <i>As you read section III, 1. What language allows you to feel? 2. What language allows you to see? 3. What language allows you to hear?! (15-20 mins)</i>3. Facilitate a BRIEF discussion4. Lesson 1.13 Part 2 Think-Pair-Share:<ol style="list-style-type: none">a. Think–Student will write a complex sentence comparing the final two sentences of the story.b. Share sentences with a partnerc. Ask for volunteers to share with the class (10-15 mins)5. Exit Ticket: Formative Assessment–OnTrack (4 questions)(up to 10 mins) <p>Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Independent Reading Journal entry, review of previously covered vocab/literary terminology</p>



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	<p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
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