



Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	2.3-2.4
Course	English 1	Dates	11/13 - 11/17

Monday	<p>Daily Objective: 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>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">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 sentences2. 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.”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.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 _____. <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via Quill, Freckle, or Vocabulary.com</p>
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	<p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
Tuesday	<p>Daily Objective: STAAR Interim Assessment (to predict student performance on the redesigned STAAR known as STAAR 2.0)</p> <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via Quill, Freckle, or Vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts covered in class and read independently for 20 minutes.</p>
Wednesday/Thursday	<p>Daily Objective: Students will identify distinctive language in poetry and analyze its effectiveness. Students will also understand how stylistic choices contribute to the meaning and effects of a work. (Lesson 2.4 Continued)</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now (5-7 minutes) – No Red Ink writing prompt2. Direct Instruction (15-20 minutes) –Ask students to look closely at the slice of stanza two that sits between the boy’s offering of the eggs and their destruction. Reread 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.3. Guided Practice (up to 20 minutes) Have students study the punctuation and reflect:<ul style="list-style-type: none">• 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?



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	<ul style="list-style-type: none"> • Point out that readers of prose are used to seeing words split in two at the end of a line. • Why is it remarkable here? <p>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 _____.</p> <p>Formative Assessment: Peardeck responses, randomizers, exit ticket.</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Intervention: Vocabulary Support, Freckle, leveled texts</p> <p>Extension: Students needing more of a challenge will extend their learning via quill, freckle, or vocabulary.com</p> <p>Follow-Up/Homework: Students will need to review texts learned in class and read independently for 20 minutes.</p>
<p>Friday</p>	<p>Daily Objective: Students will analyze revision choices in multiple iterations of a poem and demonstrate understanding through an analytical paragraph about revision decisions.</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none"> 1. Do Now (5-7 minutes) – Use the prompt What do Body Paragraphs do for a paper? What is their purpose? 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. 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. 4. Exit Ticket (up to 5 minutes) – Have students share their body paragraph with a neighbor and record feedback.



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