



Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	Cycle 4
Course	English 1	Dates	1/9 - 1/13

Monday	<p>Daily Objective: I can reset my expectations for the school year. I can evaluate and assess my goals and growth for the year.</p> <p>Agenda with Approximate Time Limits: Example:</p> <ol style="list-style-type: none">1. Do Now (5-7 minutes) - Daily Warm Up - Teacher's choice of writing activity, grammar practice, or quill warm-up2. Direct Instruction (15-20 minutes) - We will review classroom expectations, adjust assigned seating for new students, and then review writing assignment expectations.3. Guided Practice (up to 20 minutes) - Students will write a break-up letter to 2022.4. Exit Ticket (up to 5 minutes) - Dice Debrief - Growth goals - Students will talk about one way they want to grow throughout the year and place a sticky note on the board. <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: Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation.</p> <p>Extension: Quill, NoRedInk</p> <p>Follow-Up/Homework: Independent Reading</p>
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Tuesday	<p>Daily Objective:</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now - 5-7 Minutes: quickwrite, grammar warm-up, noredink2. Direct Instruction - 10-15 minutes - We will discuss book club book choices, expectations, and goals3. Guided Practice 20 minutes: Students will begin picking and reading their book club book. Students will do either a first chapter journal or a paragraph discussing what they read that day.4. Exit Ticket 5 minutes - Dice Debrief using the following book club questions:<ol style="list-style-type: none">a. The book I chose is...b. My book club members are...c. My reading schedule is...d. Questions that I have about the book and the theme are... <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: Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation.</p> <p>Extension: Quill, NoRedInk</p> <p>Follow-Up/Homework: Independent Reading</p>
Wednesday/Thursday	<p>Daily Objective:</p> <p>Agenda with Approximate Time Limits:</p> <ol style="list-style-type: none">1. Do Now: The teacher will review characterization and character foils and then show students the short film Jinx Jenkins and Lucky Lou by CGMeetup via YouTube asking them look for character foils and personality traits2. Direct Instruction: All Summer in a Day Introduction/Reading3. Guided Practice - Students will work through the characterization daily journal using their book club book. Students who finish early need to read their independent reading book and write their journal entry for that day.



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	<p>4. Exit Ticket - Multiple Choice Exit Ticket (below the page break)</p> <p>The description of the children in paragraph 60 emphasizes that they -</p> <ul style="list-style-type: none">A. behave in ways that their teacher does not approve of.B. distance themselves from the rain as often as possible.C. recognize the importance of the weather change.D. see the appearance of the "sun" as a rare treat. <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: Students will be provided with support based on individualized education plans and 504 modifications. Students will also be provided support based on the teacher's in class observation.</p> <p>Extension: Quill, NoRedInk</p> <p>Follow-Up/Homework: Independent Reading</p>
Friday	<p>Daily Objective:</p> <p>Agenda with Approximate Time Limits:</p> <p>Do Now: Students will return to All Summer in a Day by Ray Bradbury from CommonLit (Licensed under the CC BY-NC-SA 4.0 license) and identify language that describes the setting of the story and do a Quickwrite (from the Pen/cil to Paper literacy routine) that features themselves as a main character.</p> <p>Direct Instruction: The teacher will discuss setting and explain the role of literary devices in describing setting.</p> <p>Guided Practice: Students will work through the setting daily journal using their book club book.</p> <p>Exit Ticket: Students will take a one-question multiple choice Exit Ticket (from the Do I Really Get It? literacy routine).</p> <p>Reread paragraph 23 in "All Summer in a Day." Then answer the question below.</p> <p>In paragraph 23 of the short story "All Summer in a Day," the diction and imagery mainly appeal to the reader's sense of - touch</p>



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