



## Westside High School Lesson Plan Template

Teacher Name	Gamboa	Unit Name	Cycle 4
Course	English 1	Dates	1/23- 1/27

Monday	<p><b>Daily Objective:</b> I can reset my expectations for the school year. I can evaluate and assess my goals and growth for the year.</p> <p><b>Agenda with Approximate Time Limits:</b> Example:</p> <ol style="list-style-type: none"><li>1. Do Now (5-7 minutes) - Have students do a quick write over a time they lied about something, and regretted it. The QW should be 1 well thought out paragraph. Make sure they focus on adding supporting details to their QW.</li><li>2. Direct Instruction (15-20 minutes) - Students will begin their first Book Club interaction. You should have them prep prior to splitting them into groups. For prep, have them do the following sentence stems: <i>The title of my book is _____. It takes place in (setting). My main character is _____. They live _____ and their job/occupation is _____. The main issue in the world my character lives in is _____. I believe that my main character will solve this issue by _____.</i></li><li>3. Guided Practice (up to 20 minutes) - After the prep, split students up into groups (3-4) to discuss their answers and “teach” their books. Students should be given adequate time to discuss what they said and introduce their books to their groups. Have group members take notes on the things the other students say.</li><li>4. Exit Ticket (up to 5 minutes) - Have students write a brief reflection onto which book in their Book Club sounds the most interesting to them (cannot pick their own).</li></ol> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications:</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> 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>
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	<p><b>Extension:</b> Quill, NoRedInk</p> <p><b>Follow-Up/Homework:</b> Independent Reading</p>
<b>Tuesday</b>	<p><b>Daily Objective:</b> I can identify appropriate reading material for my reading goals.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Do Now - 5-7 Minutes: Have students do a turn and share over the importance of setting. Consider the questions: Why is setting important? What does setting add for readers?</li><li>2. Direct Instruction - 10-15 minutes - Students will re-visit "All Summer in a Day" with a focus on Setting. Instruct students to pull at least 10 words that help describe or define the setting. They may choose words or phrases. Remember that setting is the time, place, and environment of a story.</li><li>3. Guided Practice 20 minutes: Now that they have their word bank. Students will write a short story with themselves as the main character. They must use at LEAST 5 words from their list in their story. Afterwards, students will share their writing with 1-2 other students and collect feedback. Feedback should be written down somewhere that can be submitted to the teacher.</li><li>4. Exit Ticket 5 minutes - Ensure students receive good feedback.</li></ol> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications:</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> 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><b>Extension:</b> Quill, NoRedInk</p>



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	<b>Follow-Up/Homework:</b> Independent Reading
<b>Wednesday/Thursday</b>	<p><b>Daily Objective:</b></p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"><li>1. Do Now: Have students re-visit their stories from yesterday. Instruct them to point out how their main character was similar/different from Margot or the other children. Have them complete the following sentence stem: <i>My character was similar/different to the character(s) in the story because _____.</i></li><li>2. Direct Instruction: Explain the importance of Setting to students. Go over and model how Bradbury used different types of figurative language to emphasize and add understanding to the setting. Refer to Page 4 of Lesson Set 3 in the Master Course for the full script on how to introduce and teach this subject matter.</li><li>3. Guided Practice - We will now begin reading "There Will Come Soft Rains" by Ray Bradbury. Introduce the text by telling students that this story is written by the same author of ASIAD. We will be comparing the settings and their effectiveness in a journal entry. Read the first 7 paragraphs of the story. Highlight and point out language that used to describe the setting throughout. Have students make a two column journal to discuss setting. Have them go through the first 7 paragraphs and add any language that supports the setting to the left side of the journal. Then, have them add their explanations of how that language supports the setting to the right side. Have students pair up to discuss their findings. Have students add findings from their partner that they did not notice to their journal. Page 6 of the MC provides specific examples and guidance for the teacher. The teacher can choose to model examples before letting students work on their own.</li></ol>



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	<p>4. Exit Ticket - Have students use their findings to describe the <b>mood</b> of the story. Have them provide evidence to support their conclusion.</p> <p>The description of the children in paragraph 60 emphasizes that they -</p> <ul style="list-style-type: none"><li>A. behave in ways that their teacher does not approve of.</li><li>B. distance themselves from the rain as often as possible.</li><li>C. recognize the importance of the weather change.</li><li>D. see the appearance of the "sun" as a rare treat.</li></ul> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p><b>Modifications:</b> Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p><b>Intervention:</b> 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><b>Extension:</b> Quill, NoRedInk</p> <p><b>Follow-Up/Homework:</b> Independent Reading</p>
<b>Friday</b>	<p><b>Daily Objective:</b></p> <p><b>Agenda with Approximate Time Limits:</b></p> <p>Do Now: Teachers choice of Quick Write, Literacy Practice, Vocabulary, Etc.</p> <p>Direct Instruction: Students will continue with the journal entry from yesterday. Have students pair up and read paragraphs 16-32.</p> <p>Guided Practice: Students should add at least 3 more entries to their Setting Journal and discuss those findings with their partner. Have students add things they did not notice to their journal after discussing with their partners.</p> <p>Exit Ticket: Have students wrap up with a Quick Write about the setting of our story. How did the setting contribute to the overall meaning of the story? Be prepared to defend your answers.</p> <p><b>Formative Assessment:</b> Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p>



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