



Westside High School Lesson Plan Template

Teacher Name		Unit Name	Unit 1 Cycle 2
Course	English 1	Dates	9/12 - 9/16

Monday	<p>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</p> <p>Agenda with Approximate Time Limits: Example:</p> <ol style="list-style-type: none">1. Do Now- (5-7 Minutes) Short Review of previous texts, bread, My First Day2. Assessment (20-30 Minutes) - Ontrack3. Independent Reading4. Exit Ticket (up to 5 minutes) - Students will turn in their assessment and write a quick reflection on their learning over the last three weeks. <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.</p> <p>Follow-Up/Homework: What should students do to prepare for the next day?</p>
Tuesday	<p>Daily Objective: Students will analyze the author's purpose, audience, and message within a text. Students will read closely and analyze a short story, explain how tension builds in a short story, use sentence combining to create complex sentences and demonstrate understanding through annotated texts and analytical sentences.</p>



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Agenda with Approximate Time Limits:

1. **Do Now** - students will enter class and think and journal about the following writing prompt. "Read Jim Heynen's "What Happened During the Ice Storm." If you were to turn the title "What Happened During the Ice Storm into a question, what would your answer be?"
2. **Direct Instruction** - Read-aloud and discussion of the story. Read the first paragraph. Pose questions such as "What are the effects of the freezing rain throughout the first paragraph? Continue reading the rest of the story and have students focus on the dual nature of the ice storm. Students will continue to read the rest of the story independently focusing on observing the contrast between farmer's actions and the boy's actions regarding the pheasant. Use Guided Questions such as: Why did the farmers leave their houses? How do you know? Why did the boys leave their houses? How do you know?
3. **Independent Work/Guided Practice** - Students will partner up to answer the question, "How does a sense of danger to the pheasants gradually build as the story unfolds. Once partners have discussed the question prompt, they will use the sentence stem: "The sense of danger to the pheasants gradually builds because of _____."
4. **Exit Ticket:** Students will answer the question "How would the story's ending be different if you took out "unsure of their footing" in the first sentence"

Formative Assessment: Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.

Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc

Intervention: Underline key words and phrases one paragraph at a time. Visual vocabulary activities for EB students.

Extension: Independent reading journal

Follow-Up/Homework: 20 Minutes of Independent Reading



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Wednesday/Thursday	<p>Daily Objective: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</p> <p>Agenda with Approximate Time Limits:</p> <p>Do Now: Students will practice a visual vocabulary activity on the board.</p> <p>Direct Instruction/Assessment: Ontrack Ren360 Assessment</p> <p>Guided Practice: Independent Reading/Journal Activity</p> <p>Exit Ticket: Reading Journal Entry</p> <p>Formative Assessment: Ontrack Assessment</p> <p>Modifications: Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc</p> <p>Intervention: Quill writing practice</p> <p>Extension: Quill Writing Practice</p> <p>Follow-Up/Homework: 20 Minutes of Independent Reading</p>
Friday	<p>Daily Objective: write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <p>Agenda with Approximate Time Limits:</p> <p>Do Now - Journal Writing Prompt “What is trending right now on social media and what are your thoughts on it?”</p> <p>Direct Instruction: Read aloud the first chapter of a popular book. (Options: Geekerella by Ashley Poston, Crave by Tracy Wolff, The Star-Touched Queen by Roshani Chokshi, Beasts of Prey by Ayana Gray.)</p> <p>Guided Practice: Have students work individually or in groups on the first chapter friday graphic organizer.</p> <p>Exit Ticket: Answer a question about the text using this sentence frame. “In ___(Title of Book)___, the author described ___(Main Character’s name)___ as ___(Adjective)___, which reveals he/she/they are _____.</p>



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	<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 EB learners.</p> <p>Extension: Vocabulary.com practice</p> <p>Follow-Up/Homework: 20 minutes of independent reading</p>
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