



Westside High School Lesson Plan Template

Teacher Name		Unit Name	Unit 1
Course	English 1	Dates	8.29 - 9.2

Monday	<p>Daily Objective: ELA.9.5.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. ELA.9.11.B Critique the research process at each step to implement changes as needs occur and are identified.</p> <p>Agenda with Approximate Time Limits: What activities will your students do? Example:</p> <ol style="list-style-type: none"> 1. Do Now (5-7 minutes) - Display pictures from Pre AP Lesson 1 Close Observation - "Choose one picture displayed and write down any observations you make about the room. 2. Direct Instruction (15-20 minutes) - Ask students "What details about this room and its contents reveal how this person works?" Class discussion about the most telling details and what it says about the owner. Repeat for each image. 3. Guided Practice (up to 20 minutes) - Break into groups and finish observing the last two pictures. 4. Exit Ticket (up to 5 minutes) - Answer the following question: "The _____ is a detail that reveals _____." <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>Word Wall: <i>Famine, scavengers, corpses, comrades, subversive, treacherous</i></p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p>
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	Follow-Up/Homework: 20 minutes of independent reading of book of choice.
Tuesday	<p>Daily Objective: ELA.9.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres. -Read and analyze a complex literary text -Revise and expand simple sentences by adding details</p> <p>Agenda with Approximate Time Limits: Do Now (5 minutes): Think/Write about a photo of bread. This image makes me think _____ because _____. This image makes me feel _____ because _____.</p> <p>Direct Instruction (15 minutes): Assign "Bread" by Margaret Atwood. Opening writing prompt - Throughout the reading of "Bread," how many rooms/settings does your mind visit? List and number them - note a telling detail associated with each setting in "Bread."</p> <p>Guided Practice: Now that you are thinking about how much bread is in each setting, how does that affect the value or importance of the bread in each setting? What other factors or circumstances change the value of the bread throughout the story?</p> <p>Exit Ticket: Atwood selected "bread" as her title and subject because it represents _____. To me, bread represents _____ because _____.</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>Word Wall: Famine, scavengers, corpses, comrades, subversive, treacherous</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>



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Wednesday/Thursday	<p>Daily Objective: ELA.9.5.B Write responses that demonstrate understanding of texts, including comparing texts within and across genres.</p> <ul style="list-style-type: none">-Read and analyze a complex literary text-Revise and expand simple sentences by adding details <p>Agenda with Approximate Time Limits:</p> <p>Do Now: Revise and Edit: https://www.educationworld.com/a_lesson/edit/edit0801.shtml</p> <p>Direct Instruction: 20-30 Minutes of SSR</p> <p>Show photo of popcorn and explain concept of kernel.</p> <p>Guided Practice: Kernel Task - Paragraph 1 together, and then 2-7 independently</p> <p>Exit Ticket: Why does Atwood use conjure instead of make or bake? Atwood uses the word “conjure” instead of “make” or “bake” because _____.</p> <p>What if Atwood had chosen another food (such as ice cream) instead of bread as her subject? Why do you think she chose bread?</p> <p>If Atwood had chosen another food instead of bread, the passage would be different because _____. I think she chose bread because _____.</p> <p>Formative Assessment:</p> <p>Popsicle sticks, randomizers, white boards, clickers, Lead4ward CFU app, etc.</p> <p>Modifications:</p> <p>Sentence Stems, speaking stems, anchor charts, word walls, bilingual dictionaries, etc.</p> <p>Word Wall: Famine, scavengers, corpses, comrades, subversive, treacherous</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
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Friday	<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: Do Now: Read first paragraph of “The First Day” and answer the following question: “Based on the language and details in the first paragraph, how do you know this is not just another ordinary day in the narrator’s life?” Direct Instruction: Read Aloud of “The First Day” Ask students about their responses to the writing prompt. Identify details that stood out on the first read. Guided Practice: Identify/highlight all the “This is my mother” moments. (There are 4) Have students write the quotes and create a simple sentence for each. Choose an adjective that describes the mother that is reflected in the quote. Exit Ticket: While the narrator chooses to present her mother as _____, the mother’s vulnerability is revealed when _____.</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>Word Wall: Famine, scavengers, corpses, comrades, subversive, treacherous</p> <p>Intervention: Sentence stems for EBs and struggling learners.</p> <p>Extension: Remove passive voice verbs - am, is, are, was, were, be, being, been.</p> <p>Follow-Up/Homework: 20 minutes of independent reading of book of choice.</p>
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