



# Westside High School Lesson Plan Template

In the poem, \_\_\_ represents \_\_\_.

The line in the poem that best indicates that the speaker is \_\_\_ is \_\_\_.

The tone established in lines \_\_\_ is \_\_\_.

The speakers comment in lines \_\_\_ suggest \_\_\_.

The repetition of the word \_\_\_ suggests \_\_\_.

The repetition in lines \_\_\_ emphasizes that \_\_\_.

The most likely reason the poet uses \_\_\_ is \_\_\_.

<b>Teacher Name</b>		<b>Unit Name</b>	<b>Cycle 4</b>
<b>Course</b>	<b>English 1</b>	<b>Dates</b>	1/30- 2/4

<b>Monday</b>	<p><b>Daily Objective:</b> Students will analyze how the author uses language to achieve specific purposes in poetry.</p> <p><b>ELA.9.4.E</b> Make connections to personal experiences, ideas in other texts, and society.  <b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.  <b>ELA.9.7.B</b> Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.  <b>ELA.9.8.D</b> Analyze how the author's use of language achieves specific purposes.</p> <p><b>Agenda with Approximate Time Limits:</b>  Example:</p> <ol style="list-style-type: none"> <li>1. Do Now (5-7 minutes) - Engage students in the <a href="#">Poetry Terms Card Sort</a> to activate prior knowledge before moving into this lesson, which is a review of poetry before STAAR.</li> <li>2. Direct Instruction (10-15 minutes) - Read the poem "Perhaps the World Ends Here" by Joy Harjo aloud to the class, have them follow along. Read a second time to point out figurative language (metaphors and personification) and work up to the theme (Life, family, love and pain, life events, the things that happen in a home.) Model an analysis of the first 6 lines.</li> <li>3. Guided Practice (up to 25 minutes) - Use QSSSA to analyze metaphor for the table. Use the stem: <i>When the poet compares the table to a ____, this tells us that..."</i></li> </ol> <p>Analyze the rest of the poem with the class looking for repetition, figurative language, graphic elements like interesting line structure, and poetic elements like rhyme.</p> <p>Create a thematic tagline for the poem, include 2 images to represent the poem.</p> <p>As a class, choose from the following sentence stems to create 3 sentences using the following:</p>
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The speaker's comment in lines \_\_\_ suggest \_\_\_.

The repetition of the word \_\_\_ suggests \_\_\_.

The repetition in lines \_\_\_ emphasizes that \_\_\_.

The most likely reason the poet uses \_\_\_ is \_\_\_.

4. Have the students form groups to prepare for their own One Pager–You can have your students do a Google Slide/PPT, Poster, or Canva.

They can choose from the following poems:

“The beginning of the end of the world” by Lucille Clifton

“The Conditional” by Ada Limon

“A Song on the End of the World” by Czeslaw Milosz.

3. Exit Ticket (up to 5 minutes) - Choose your poem and read it once.

### Must Haves

- An answer to the question
- Evidence from the text – either directly stated or paraphrased
- Explanation that links the evidence to the answer
- 3-5 sentences.

**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:** 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.

**Extension:** Quill, NoRedInk

**Follow-Up/Homework:** Independent Reading



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The repetition in lines \_\_\_ emphasizes that \_\_\_.

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<b>Tuesday</b>	<p><b>Daily Objective: ELA.9.7.B</b> Analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms.</p> <p><b>ELA.9.8.D</b> Analyze how the author's use of language achieves specific purposes.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>1. Do Now -10 Minutes: Independent Reading</li> <li>2. Guided Practice: (up to 40 minutes) Students will get in their groups and complete their Google Slide (one pager) Guidelines: They must identify repetition, figurative language, graphic elements like interesting line structure, and poetic elements like rhyme. Students must create a tagline for their poem, include 4 images to represent the poem, and I choose from the following questions to create 3 sentences about the poem: <i>What are some ideas that this poem explores? What is this poem mostly about? Is there any figurative language in this poem? What interesting language does the author use? What is the author's attitude toward the subject? What is the mood of this poem? What is repeated? Is there anything unusual about the poem's appearance? Why do you think the poet made that choice? In the poem, ___ represents ___. The line in the poem that best indicates that the speaker is ___ is ___. The mood established in line(s) ___ is ___. The speaker's comment in lines ___ suggest ___. The repetition of the word ___ suggests ___. The repetition in lines ___ emphasizes that ___. The most likely reason the poet uses ___ is ___.</i></li> <li>3. 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> Students with modifications will use the poem analyzed as a class to complete their slide. 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>
<p><b>Wednesday/Thursday</b></p>	<p><b>Daily Objective:</b> Students will access their learning of setting, characterization, and figurative language by completing a one-pager.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>1. Do Now: Put all your things away. Phones in bags, headphones away. You will only need the printed text and a blank sheet of paper. Students will have the full class to complete their One Pager.</li> <li>2. Cycle 4 Assessment 2: One Pager—pass out paper, instruction sheets, printed text.</li> <li>3. When Finished, students need to read their Book-Club books</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> <p><b>Follow-Up/Homework:</b> Independent Reading</p>



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*The repetition in lines \_\_\_ emphasizes that \_\_\_.*

*The most likely reason the poet uses \_\_\_ is \_\_\_.*

<b>Friday</b>	<p><b>Daily Objective:</b> Students will use evidence from the text to support their understanding of explicit or implicit meanings of poetry.</p> <p><b>ELA.9.4.F</b> Make inferences and use evidence to support understanding.  <b>ELA.9.5.G</b> Discuss and write about the explicit or implicit meanings of text.</p> <p><b>Agenda with Approximate Time Limits:</b></p> <ol style="list-style-type: none"> <li>1. Do Now: (up to 15 minutes) Freckle Activity</li> <li>2. Direct Instruction: Model how to write a short constructed response.</li> <li>3. Guided Practice: Read the poem “Perhaps the World Ends Here” by Joy Harjo. Then answer the question that follows:        In “Perhaps the World Ends Here,” what does the kitchen table represent? Support your answer with evidence from the selection.</li> </ol> <p><u>Must Haves</u>        An answer to the question        Evidence from the text – either directly stated or paraphrased        Explanation that links the evidence to the answer        5-7 complete sentences</p> <p>STEMS:  <i>In the poem, ___ represents ___.</i>  <i>The line in the poem that best indicates that the speaker is ___ is ___.</i>  <i>The tone established in lines ___ is ___.</i>  <i>The speakers comment in lines ___ suggest ___.</i>  <i>The repetition of the word ___ suggests ___.</i>  <i>The repetition in lines ___ emphasizes that ___.</i>  <i>The most likely reason the poet uses ___ is ___.</i></p>
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**HISD** | Secondary Curriculum and Development  
ALIGN. ADVANCE. ENGAGE.

### Short Constructed Response Rubric

<b>0</b>	<ul style="list-style-type: none"> <li>Does not address the prompt</li> <li>Does not answer the question</li> <li>Does not make sense</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Response only partially addresses the prompt</li> <li>Response does not include any text evidence</li> <li>Evidence was not strong or specific</li> <li>Response is just a summary with no analysis</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Response is reasonable and goes beyond a summary into analysis</li> <li>Evidence is accurate and relevant</li> <li>Student understanding of the prompt AND the passage is clear</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Evidence is specific and well-chosen</li> <li>Deep analysis and critical thinking is evident</li> <li>Student demonstrates superior writing skills</li> </ul>

#### 4. Exit Ticket:

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

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