

# Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Deloach, Dunn,  
Griffin

Subject: ELA

Course: ---

Grade: 10

Date(s): February 24-28

**Standard:**

- ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Assessment:**    Quiz         Unit Test         Project         Lab         Essay Response         None

	Pre-Teaching	Activation of Learning <i>(5 min)</i>	Focused Instruction <i>(10 min)</i> <b>*I DO</b>	Guided Instruction <i>(10 min)</i> <b>*WE DO</b>	Collaborative Learning <i>(10 min)</i> <b>*Y'ALL DO</b>	Independent Learning <i>(10 min)</i> <b>*YOU DO</b>	Closing <i>(5 min)</i>
	<p> <b>Learning Target</b></p> <p> <b>Success Criteria 1</b></p> <p> <b>Success Criteria 2</b></p>	<p>Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question</p>	<p>Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices*</p>	<p>Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard</p>	<p>Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk</p>	<p>Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio</p>	<p>Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod</p>
Monday	<p> I am assessing my ability to identify and explain the impact of rhetorical devices in informational texts.</p> <p> I am learning about satire. I can determine my areas of strength and weakness regarding rhetorical/literary devices and informational texts.</p> <p>I can explain satire.</p> <p>I can recall figures of speech.</p>	<p>Do Now: How many potential effects of war can you think of? Brainstorm a list, considering both immediate and long-term results of war.</p>	<p>Instructions: Assessment and Canvas assignment</p>	<p>Canvas Assignment: Get Ready- “The War Works Hard” by “Dunya Mikhail (Canvas)</p>	<p>n/a</p>	<p>Quiz: “The Unthinkable” by Amanda Ripley (Canvas/ paper)</p>	<p>Parking Lot: Using the Post-It note, write an example of personification, metaphor, or simile. Place it in the correct “lot”.</p>

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Tuesday	<p> I am analyzing figurative language in texts.</p> <p>I am reflecting on the use of sarcasm in communication. I can analyze figurative language in "The War Works Hard" by Dunya Mikhail.</p> <p> I can write a blog post or journal entry explaining and evaluating my use of sarcasm.</p> <p>I can define satire in my own words</p>	Peer Coach Video: Analyze Figurative Language (Canvas)	Instructions: Canvas assignment	Canvas Assignment: Get Ready- "The War Works Hard" by "Dunya Mikhail	n/a	Written Response: Think of a time when recently when you used sarcasm. What words did you say, and what meaning did you express that didn't match the words? What effect did your sarcasm have on your listener? Write a blog post or journal entry explaining the situation and evaluating your use of sarcasm.	Exit Ticket: In your own words, define satire.
Wednesday	<p> I am identifying the mood in a text and the words and images that contribute to it.</p> <p>I am analyzing satire in a poem. I can describe the mood in specific lines of "The War Works Hard" and identify contributing words and images.</p> <p> I can explain what is being satirized in assigned lines of the poem.</p> <p>I can connect the poet's criticism to the poem's theme.</p>	Quick Write: Mood is the feeling or atmosphere that a writer creates for a reader. How would you describe the mood in lines 4-16, and what words and images contribute to that mood?	Review: Review answers/notes from Canvas assignment.  Instructions: Jigsaw Activity	Read Aloud: "The War Works Hard" by Dunya Mikhail	Jigsaw: In small groups, explain what is being satirized in your assigned lines and in the final lines of the poem.  Discussion: 1 person from the group should summarize your ideas. 1 person from the group should explain how the ideas and behaviors the poet is criticizing throughout the poem connect to the poem's theme.  Groups: Lines 1-16, 17-29, 30-49	n/a	Exit Ticket: War is described as "eager/ and efficient" in lines 2-3 because— A. Sirens can alert people to danger immediately B. War destroys people and cities very effectively C. A nation's economy thrives during wartime D. People embrace war to defeat their enemies

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Thursday	<p>I am interpreting metaphors and their emotional impact.</p> <p></p> <p>I am creating assessment questions based on a poem.</p> <p>I can explain the meaning and emotion conveyed by a metaphor in "The War Works Hard."</p> <p></p> <p>I can form assessment questions for the poem.</p> <p>I can identify key ideas and supporting quotations from the poem.</p>	<p>Do Now: In lines 10-11, war "summons rain/ from the eyes of mothers." Explain the meaning and emotion conveyed by this metaphor.</p>	<p>Instructions: Mock Assessment</p>	<p>Graphic Organizer: Forming Assessment Questions</p>	<p>Mock Assessment: As a group, create an assessment over "The War Works Hard" by Dunya Mikhail.</p>	n/a	<p>Exit Ticket:</p> <p>Part A: Which of the following ideas is expressed in "The War Works Hard"?</p> <p>A. War produces an equal number of positive and negative outcomes.</p> <p>B. People in democratic societies can avoid getting involved in wars.</p> <p>C. No one understands the reasons that a nation goes to war.</p> <p>D. A few people benefit from war while everyone else suffers.</p> <p>Part B: Select two quotations that provide relevant support for the answer in Part A.</p> <p>A. "Early in the morning, / it wakes up the sirens" (lines 4-5)</p> <p>B. "[It] summons rain/ from the eyes of mothers" (lines 10-11)</p> <p>C. "It produces the most questions/ in the minds of children" (lines 17-18)</p> <p>D. "[It] awards medals to generals/ and themes to poets" (lines 32-33)</p> <p>E. "[It] provides food for flies,/ adds pages to the history books" (lines 36-37)</p>
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Friday	<p>I am interpreting metaphors and their emotional impact.</p> <p> I am creating assessment questions based on a poem.</p> <p>I am reflecting on the process of creating assessments. I can explain whether the personification of war is an effective means for satire.</p> <p> I can answer mock assessment questions in a group.</p> <p>I can reflect on what I learned about taking assessments and how it will influence my preparation.</p>	<p>Quick Write: Is the personification of war in this poem an effective means for satire? Explain your response?</p>	<p>Instructions: Mock Assessment</p>	n/a	<p>Mock Assessment: Visit each set of questions and answer them in your group.</p>	<p>Reflection: What did you learn about taking assessments from your experience creating an assessment? How might this influence how you prepare for an assessment?</p>	<p>Discussion: How will your approach to preparing for assessments be different now than it was before?</p>
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