

Westside High School - Weekly Lesson Plan - Week At a Glance– SY 25 -26

Teacher: Brown

Subject: English







Course: British Literature

Grade: 12

Dates: 08/25/25 - 08/29/25

Standard: 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Other -

	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 min)
	 <p>Teacher's Task</p> <p>Success Criteria 1</p> <p>Success Criteria 2</p>	<ul style="list-style-type: none"> Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard 	<ul style="list-style-type: none"> Jigsaw* Discussions* Expert Groups Lab Stations Think/Pair/Share Create Visuals Gallery Walk 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio 	<ul style="list-style-type: none"> Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 <p>I can identify tone words and infer social values on manhood in "The Wife of Bath's Tale" (35-37)</p> <p>Success Criteria 1</p> <p>I can infer tone to identify medieval social expectations placed on "manhood"</p> <p>Success Criteria 2</p> <p>I will distinguish between tone and mood</p>	What would you do to save your life?	Think-Aloud Modeling: Teacher annotates first 10 lines of today's reading selection, identifying tone words	Continue reading call/response to complete Step 2 - Part A handout	In groups, students will complete Step 2 - Part A handout and share out summary of assigned reading section.	Student will complete Step 2 - Part A handout	Group leaders will staple all group member's work for Project Step 2 — Part A) and submit to class assignment box.
Tuesday	 <p>I can identify tone words and infer social values on manhood in "The Wife of Bath's Tale" (38-40)</p> <p>Success Criteria 1</p> <p>I can infer tone to identify medieval social expectations placed on "manhood"</p> <p>Success Criteria 2</p> <p>I will distinguish between tone and mood</p>	True/False: "A person's tone always reveals their true beliefs."	Think-Aloud Modeling: Teacher annotates first 10 lines of today's reading selection, identifying tone words	Continue reading call/response to complete Step 2 - Part A handout	In groups, students will complete Step 2 - Part A handout and share out summary of assigned reading section.	Student will complete Step 2 - Part A handout	Group leaders will staple all group member's work for Project Step 2 — Part A) and submit to class assignment box.
Wednesday	 <p>I can identify tone words and infer social values on manhood in "The Wife of Bath's Tale" "The Wife of Bath's Tale" (41-42)</p> <p>Success Criteria 1</p> <p>I can infer tone to identify medieval social expectations placed on "manhood"</p> <p>Success Criteria 2</p> <p>I will distinguish between tone and mood</p>	What qualities are important in a man?	Think-Aloud Modeling: Teacher annotates first 10 lines of today's reading selection, identifying tone words	Continue reading call/response to complete Step 2 - Part A handout	In groups, students will complete Step 2 - Part A handout and share out summary of assigned reading section.	Student will complete Step 2 - Part A handout	Group leaders will staple all group member's work for Project Step 2 — Part A) and submit to class assignment box.
Thursday	 <p>I can collaborate with my group to record significant traits dealing with heroism in different works and provide a responses to the idea of heroism across time.</p> <p>Success Criteria 1</p> <p>I can collaborate with peers to select strongest evidence for group task</p> <p>Success Criteria 2</p> <p>I can provide feedback to my peers to improve the creative and polished quality of our presentation.</p>		Teacher will present and explain Project Step 2 - B - Double Bubble Chart requirements.				Group leaders will staple Project Step 2 - Double Bubble chart, to all group member's work for Project Step 2 — Part A and submit to class assignment box.
		What qualities are	Think-Aloud	Continue reading	In groups, students will	Student will complete Step 3 -	Group leaders will staple all

Friday	<p>I can identify internal and external conflict in Le Morte d'Arthur (51-54) and how these shape our understanding of heroism.</p> <p>✔</p> <p>I can identify details that demonstrate internal conflict</p> <p>✔</p> <p>I will examine how internal and external conflict can shape manhood</p>	<p>important in a man?</p>	<p>Modeling: Teacher annotates first 10 lines of today's reading selection, identifying tone words</p>	<p>call/response to complete Step 3 - Part A handout</p>	<p>complete Step 2 - Part A handout and share out summary of assigned reading section.</p>	<p>Part A handout</p>	<p>group member's work for Project Step 3 — Part A) and submit to class assignment box.</p>
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