

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26

Teacher: Ms. Brown

Subject: British Literature

Course: 12th Grade

09/29/25 - 10/03/25

Standards: ELAGSE11-12RL4, ELAGSE11-12RL2

Assessment: Formative checks (completion Day 1-3 notes), Summaritve (graphic organizer completion, para

Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)
10/6	Unit 2 PreTest				
10/7	Unit 2 Shakespeare Speech Project & Groupings				
10/8	I am learning to use highlighting and annotating to examine how diction and imagery develops subject and how paraphrasing develops meaning in Edmund Spencer's Sonnet 75.	SC 1 - I can highlight and annotate for diction and imagery. SC 2 - I can summarize the subject and explain how diction and imagery help develop Spenser's theme.	Quick Write: Respond to the question, 'Why do people write poetry about love, even though it fades?' → Think-Pair-Share.	Mini-lesson with teacher Think-Aloud: Model paraphrasing of first quatrain and highlight diction/imagery with annotations.	Reciprocal Teaching in small groups: Students rotate roles (summarizer, clarifier/paraphraser, questioner, predictor) to paraphrase and analyze imagery in quatrains 2–3.

10/9	At home, students will log into Canvas course to complete Unit 2 Project Step 1.				
10/10	TEACHER PLANNING DAY				

graph response)

Collaborative Learning – Y'ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
	Today, students will get a preview of Unit 2 Skills & Texts to be covered.	Pretest & Scantron	
Based on Speech found on desks, students will create new groups, complete group member's list, assign roles, and begin reading and working to complete Step 1 individual slides.		Completed roles and member list information.	Get a head start on 10/9 Asynch. Day assignment
Collaborative Annotation: In groups, highlight diction and imagery in closing couplet, then discuss how these reinforce the theme of immortality of love through poetry.	Individual Annotations: Students individually annotate on poem to make connections between diction/imagery examples, identifying subject and theme at the bottom of the page.	Exit Ticket: Provide poem's subject, message/theme, and one-minute written response – 'How does Spenser's diction and imagery help develop a theme about love and time?'	

		Upload Step 1 individual work to Canvas assignment folder for feedback (due no later than 10/14).	
		Upload Step 1 individual work to Canvas assignment folder for feedback (due no later than 10/14).	