

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26									
Teacher: Ms. Brown									
Subject: AP Literature									
Course: 12th Grade									
09/22/25 - 09/26/25									
Standards: CHR-1, STR-1									
Assessment: Formative – Exit Ticket, 321 Summative - Short Story Unit 1 Project									
Day	Learning Target (LT)	Success Criteria (SC)	Activation of Learning (5 min)	Focused Instruction – I DO (10 min)	Guided Instruction – WE DO (10 min)	Collaborative Learning – Y’ALL DO (10 min)	Independent Learning – YOU DO (10 min)	Closing (5 min)	Homework
9/22	Groups will present Unit 1 Creative Project short stories, evaluate their group’s story, and complete reflection.							rubric and reflections due at the end of class.	
9/23	Final group presentation & Unit 1 Post-Test							Rubric and reflections. Post-Test	Students to bring laptops to class tomorrow.
9/24	I am learning to use highlighting and annotating diction in order to paraphrase and grasp subject and essential meaning of a poem.	SC1: I can paraphrase key stanzas, showing comprehension of imagery and diction. SC2: I can summarize the literal meaning of the poem in my own words.	Quick Write: Respond to 'What do you think the phrase “digging” could symbolize in a poem?'	Modeling with Think-Aloud Stanza 1: Teacher models highlighting/annotating to define key diction and verbalize thought process of paraphrasing stanza	Highlighting & Annotating: Students and teacher build define diction and paraphrase stanza 2.	Collaborative Annotation (Gallery Walk): In groups, students will highlight and define diction in order to annotate stanzas. Second run, adding to prior student's diction and/or clarifying paraphrase.	Reading Apprenticeship: Students reread and complete paraphrase of final stanza	Exit Ticket: Write final stanza paraphrase and explain how it captures subject and theme.	Be sure to complete all Unit 1 work on AP Classroom
9/25	I can analyze speaker's persona, through diction and tone in Rossetti's poem.	SC2: I can explain how diction and tone shape the speaker's perspective. SC1: I can identify who is speaking and describe the persona.	Think-Pair-Share: Students predict tone based on title 'Promises like Pie Crust.'	Direct Instruction (Mini-Lesson): Teacher defines persona, diction (denotation/connotation), tone with worked examples from lines 1–4.	Reciprocal Teaching: class works together to highlight/annotate stanza 2, noting diction and inferring tone.	Team Problem Solving: Groups analyze tone shifts in later stanzas, citing diction.	Choice Board: Students choose: (a) write a short persona profile, (b) compose a tone statement, or (c) list 3 connotation examples.	Question responses to SC1 & 2	Be sure to complete all Unit 1 work on AP Classroom
9/26	I can analyze how Rossetti uses juxtaposition, antithesis, and paradox to help develop poem's greater meanings.	SC1: I can identify and explain one example of juxtaposition, antithesis, or paradox in the poem. SC2: I can evaluate how these devices help me understand persona and develop theme.	Anticipation Guide: True/false prompts ('Contradictions in poetry confuse meaning more than they clarify.').	Worked Examples: Teacher highlights one example of juxtaposition, antithesis and paradox, explaining why it is paradoxical and how it contributes to meaning.	Prompting & Cueing: Teacher guides students to locate additional examples of juxtaposition/antithesis and paradox in stanzas 2–3.	Discussion: 'Does Rossetti use paradox to argue for or against intimacy?'	Performance Task: Write a short paragraph analyzing one chosen device (juxtaposition, antithesis, or paradox) in the poem	One-Minute Summary response: Students summarize how one poetic device helped them better understand persona and sharpened the theme.	Students to complete 2.1 Video and questions in AP Classroom.