

Westside High School – Weekly Lesson Plan (Week at a Glance) – SY 25–26									
Teacher: Ms. Brown									
Subject: AP Literature									
Course: 12th Grade									
09/29/25 - 10/03/25									
Standards: CHR-1, STR-1, FIG 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
9/29	I am learning to analyze how shifts in poetry reveal changes in speaker's tone or meaning in "Digging"	SC 1 I can identify shifts in a poem using textual evidence. S2 I can explain how the shift changes tone and the meaning of the poem.	Quick Write: Predict what a 'shift' in poetry could mean.	Model Think-Aloud using a poem to show how shifts occur (tone/subject change).	Highlighting/Annotating: Class together identifies shifts after stanza 2	Jigsaw: Groups analyze portions of poem for shifts and share out.	CER Response: Students use highlighting/annotating to analyze poem and explain how a shift impacts reader's understanding of speaker and meaning.	Exit Ticket: CER Response on how a shift impacts reader's understanding of speaker and meaning.	AP Classroom 2.2 Videos
9/30	I am learning to distinguish between denotation and connotation to explain how diction shapes tone, creates mood in readers, and shapes meaning	SC 1 I can define words in a poem to recognize denotation, connotation. SC 2 I can explain how diction contributes to tone and mood, and helps support author's meaning.	KWL Chart on diction, connotation, tone, and mood.	Direct Instruction mini-lesson defining diction, connotation, denotation, tone, and mood with examples.	Collaborative annotation of a passage focusing on diction and connotation.	Team Problem Solving: Groups determine how diction changes tone in provided text.	Choice Board: Students pick one passage to analyze diction/tone and create product (thinking map, CER response, or infographic).	3-2-1 Summary: 3 things about diction, 2 about tone and mood, 1 lingering question.	AP Classroom 2.2 Questions
10/1	I am learning to analyze examples of irony in literature and explain their impact on meaning.	SC 1 I can identify verbal, situational, and dramatic irony with examples from text. SC 2 I can explain how irony develops theme or character perspective.	Anticipation Guide: Agree/Disagree with irony statements.	Model irony with worked examples from short excerpts from a known text ("The Most Dangerous Game" and poems covered)	Reciprocal Teaching: Small groups read short excerpt, assign roles to identify irony.	Group Discussions: Debate how irony changes the reader's understanding of theme.	Independent analysis of irony in passage, submit CER response.	One-Minute Summary: Write how irony impacts meaning in 1–2 sentences & CER response)	AP Classroom 2.3 Videos
10/2	Unit 2 Project Step 1						Students will begin freewriting to generate ideas for Unit 2 Project Step 1	Unit 2 Project Step 1 handout	AP Classroom 2.3 Questions
10/3	I am learning to analyze symbol, figurative language, and imagery in literature and explain how it contributes to tone and theme.	SC 1 I can highlight evidence of recurring images/objects, figurative language (simile, metaphor, personification), and sensory language and interpret its effect on reader experience. SC 2 I can explain how these elements reveal tone and support theme	Think-Pair-Share: Describe a vivid and iconic memory. What made it so memorable?	Mini-lesson on how authors use symbols. Teacher Think-Aloud with text example.	Reading Apprenticeship: Students annotate imagery-rich passage, reflecting on reading process.	Peer Feedback: Partners exchange analysis of imagery for clarity/effectiveness.	Portfolio entry: Students write a CER response on imagery in a poem.	Revisit Learning Target: Students self-assess mastery of imagery analysis.	Consider starting Unit 2 Project Step 2