

Lesson Plan Template

“Green is a Way of Life, not just a color”

WASC Accredited grades 9 - 12

Teacher: Ms.Kuang	Subject: ELA 10th	Period(s)	Week I Joy Luck CLub
--------------------------	--------------------------	------------------	---------------------------------

Essential Question:: : How do we as individuals fit into our society?

Content Standard:RL 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W 9-10.b: Develop claim (s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

LS 9-10 1.(d): 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Literacy/ELD Standard*:

Part II: How English Works

7.6 Combine clauses to make connections between and join idea (This connects to the ‘Create’ Phrase “I connect to ___ because ___)

SLO(s) Addressed:** Academic Achiever, social responsible

Technology Utilized: Chromebooks

Day 1 Monday	Day 2 Tuesday	Day3 Wednesday		y
Affirmation/Objective: I will determine a theme a central idea of a text.	Affirmation/Objective: I will determine a theme a central idea of a text.	Affirmation/Objective: I will determine a theme a central idea of a text.		

Must know vocabulary: irrelevant egress statutes odyssey flout	Must know vocabulary: irrelevant egress statutes odyssey flout	Must know vocabulary: irrelevant egress statutes odyssey flout		
Activities/Strategies: <i>- Warm-Up: Discussion Board: What makes Chinese Women beautiful?</i> <i>- Readers' Workshop: Joy Luck Club Chapter I</i> <i>- Response log</i> <i>- Short Constructed response in S-E-E paragraph</i> <i>- 3-2-1 Exit Slip</i>	Activities/Strategies: <i>Warm-Up: Discussion Board: How does Chinese immigrants fit in American Society? -</i> <i>Readers' Workshop: Joy Luck Club: Chapter I</i> <i>- Response log</i> <i>- Short Constructed response in S-E-E paragraph</i> <i>- 3-2-1 Exit</i> <i>-</i>	Activities/Strategies: <i>Warm-Up: Discussion Board: How is Moon Festival so popular for Chinese family union?</i> <i>- Readers' Workshop: Joy Luck Club: Chapter I</i> <i>- Response log</i> <i>- Short Constructed response in S-E-E paragraph</i> <i>- 3-2-1 Exit</i>		
HW: Discussion Board	HW: Read 35-40'/Day	HW: Read 35-40'/Day	:	

***Literacy/ELD Standard**

READING/WRITE/REVISE BRIEF TEXTS: determine meaning of words, central idea, author's purpose

WRITING/USE EVIDENCE: write narratives, arguments or informative texts.

KEY DETAILS: Cite explicit text evidence to support inferences made or support arguments.

LISTENING/SPEAKING: Present information, prepare discussion, integrate multiple sources of information.

****Schoolwide Learner Outcomes:**

Green Ambassador; Determined; Socially Responsible; Academic Achiever