

ONE-DAY LESSON PLAN

Class:		Date: _____	
Lesson Focus:		Time:	
OBJECTIVE / GUIDING QUESTION	Goal: Guiding Question: Success Check:		
IGNITE Getting the brain's attention 5-7 min	Quick		
CHUNK Making information digestible 8-10 min			
CHEW Actively processing information 20-25 min			
REVIEW Applying new learning 5-8 min			
DIFFERENTIATION			
ACCOMMODATIONS & MODIFICATIONS IEP/504			
Whole Group	Explore Independently	Explore Together	Ask the Teacher

ONE-DAY LESSON PLAN
Story Map

Class:		Date: _____	
Lesson Focus:		Time:	
OBJECTIVE / GUIDING QUESTION	Goal: Guiding Question: Success Check:		
IGNITE Getting the brain's attention 5-7 min	Quick Story Challenge: Ask: Who? Where? What goes wrong?		
CHUNK Making information digestible 8-10 min	Setting, Characters, Problem, Plot, Theme Author's Purpose Connection		
CHEW Actively processing information 20-25 min	Explore Together:. Explore Independently: Ask the Teacher: T		
REVIEW Applying new learning 5-8 min	Exit Check:		
DIFFERENTIATION	Partner support; partially completed Story Map; verbal response before writing; sentence starters; frequent checks for understanding.		
ACCOMMODATIONS & MODIFICATIONS IEP/504	Additional time; reduced writing load; teacher/peer support; read-aloud when appropriate; enlarged or simplified organizer; frequent checks for understanding.		
Whole Group	Explore Independently	Explore Together	Ask the Teacher

ONE-DAY LESSON PLAN
Story Map

Class: 9th Grade English		Date: _____	
Lesson Focus: Understanding Story Elements		Time: 45-55 minutes	
OBJECTIVE / GUIDING QUESTION		Goal: Students identify and organize major story elements using a Story Map. Guiding Question: How do setting, characters, problem, events, and theme work together to create a story? Success Check: Complete the map accurately and explain one connection between events and theme.	
IGNITE Getting the brain's attention 5-7 min		Quick Story Challenge: Read or display a very short familiar story or scenario. Ask: Who? Where? What goes wrong? Students turn and talk, followed by a brief whole-group share.	
CHUNK Making information digestible 8-10 min		Introduce the Story Map: Setting - where/when; Characters - main people; Problem - conflict; Plot - beginning, middle, end; Theme - lesson/message; Author's Purpose - why it was written; Connection - link to life, another text, or the world.	
CHEW Actively processing information 20-25 min		Students use the assigned story to complete the Story Map. Explore Together: Discuss setting, characters, and problem with a partner. Explore Independently: Complete beginning, middle, end, theme, author's purpose, and connection. Ask the Teacher: Teacher circulates, checks understanding, and prompts students to use text evidence.	
REVIEW Applying new learning 5-8 min		Exit Check: Choose one: (1) What event was most important and why? (2) How does the ending connect to the problem? (3) What is the theme? Give one event that supports it. Collect Story Maps or have students share with a partner.	
DIFFERENTIATION		Partner support; partially completed Story Map; verbal response before writing; sentence starters; frequent checks for understanding.	
ACCOMMODATIONS & MODIFICATIONS IEP/504		Additional time; reduced writing load; teacher/peer support; read-aloud when appropriate; enlarged or simplified organizer; frequent checks for understanding.	
Whole Group	Explore Independently	Explore Together	Ask the Teacher

Level / Course: _____ Proficiency Objective: _____	
<u>Unit/Lesson Overview</u>	Theme or topic(s): Essential question(s):
<u>Learning Targets/ Goals/ Outcomes</u> <i>What will students be able to do by the end of this unit/lesson, and in what context?</i> Communication & Culture: <u>Can-Do Statements</u>	<u>Communication and Culture goal(s):</u> <i>Interpretive:</i> <i>Interpersonal:</i> <i>Presentational:</i>
<u>Language Functions, Structures, Vocabulary:</u> <i>Overview of the content students will know by the end of this unit/lesson</i>	Language Functions: Structures/grammar (general or specific): Vocabulary (general or specific):
<u>Activities:</u> <i>How will students be engaging with the content? What types of activities will you use to facilitate their acquisition and understanding?</i>	<i>Interpretive:</i> <i>Interpersonal:</i> <i>Presentational:</i> <i>Intercultural:</i>
<u>Assessment:</u> <i>End-of-unit/lesson assessment: interpretive, interpersonal and presentational communication tasks based on the theme/topic</i>	Interpretive Task Overview (reading and/or listening): Interpersonal Task Overview (written or oral): Presentational Task Overview (written or oral): Vocab / Culture / Other:
<u>Authentic/Cultural Resources:</u> <i>What audio, video or text will we use throughout this unit for practice and/or assessment?</i>	Authentic/Cultural Resources (general or specific):

A lesson plan template diagram. At the top left is a speech bubble containing the handwritten text "I can". To its right are two overlapping circles; the left one is labeled "materials" and the right one is labeled "unit" and "class". Below the speech bubble is a rounded rectangle labeled "SPARK / HOOK". The main body of the template consists of eight rounded rectangles arranged in a 4x2 grid. The first two rows contain "LISTENING" and "READING" in the first column, and "SPEAKING" and "WRITING" in the second column. The third row contains "EXPERIENCES / HOMEWORK" and "FORMATIVE ASSESSMENT". The fourth row is a single wide rounded rectangle labeled "REFLECTIONS".

I can

unit

class

materials

SPARK / HOOK

LISTENING

READING

SPEAKING

WRITING

EXPERIENCES / HOMEWORK

FORMATIVE ASSESSMENT

REFLECTIONS

Weekly Lesson Plan

Sample: One Week Plan for a General Ed class

This sample 9th-grade English teacher's guide is tailored for non-fiction and biography studies, focusing on a unit on **Rhetoric and Life Writing**. It provides all the necessary tools—from vocabulary and lesson plans to graphic organizers and quizzes—to teach a biographical/autobiographical text or memoir, such as *Chicago Latina Trailblazers* (CLT). Keep differentiation and accommodations in mind when planning.



Unit Overview: Rhetoric and Life Writing

Core Text: [*The Autobiography of Martin Luther King, Jr.*](#)

Unit Objectives: Students will analyze chronological text structure, evaluate the use of rhetorical appeals (ethos, pathos, logos), identify central themes of civil rights, and distinguish between primary and secondary sources.



Vocabulary

- **Segregation:** The enforced separation of different racial groups in a country, community, or establishment.
- **Injustice:** An unjust act or occurrence; lack of fairness or justice..
- **Oppression:** Prolonged cruel or unjust treatment or control.



Daily Lesson Plans

Day 1: Introduction to Autobiography & Context

- **Objective:** Distinguish between biography and autobiography; understand the historical context of the Jim Crow South.
- **Activity:** Direct instruction on autobiographical lenses, followed by students reviewing historical background materials.
- **Worksheet:** Timeline of early life and influential moments.

Day 2: Rhetorical Appeals (Ethos, Pathos, Logos)

- **Objective:** Identify how rhetorical devices are used to build a persuasive life narrative.
- **Activity:** "Rhetorical Mapping." Students analyze a specific speech or chapter excerpt (e.g., reflections on the Montgomery Bus Boycott) to find appeals.
- **Graphic Organizer:** Rhetorical Triangle Chart.

Day 3: Themes of Resistance & Justice

- **Objective:** Track the development of the theme of nonviolent resistance throughout the text.
- **Activity:** Close reading of Dr. King's philosophical influences (e.g., Gandhi, Thoreau). Students Highlight key philosophical claims.

Day 4: Turning Points & Catalyst Events

- **Objective:** Analyze how specific historical events shape the author's internal development and public mission.
- **Activity:** Class debate or structured discussion—*Which event served as the most critical catalyst for Dr. King's leadership role?*

Day 5: Assessment & Wrap-up

- **Objective:** Demonstrate comprehension of unit vocabulary, historical milestones, and rhetorical devices.
- **Quiz:** Administer the multiple-choice and short-answer exam.

Weekly Lesson Plan

One Week Plan



Unit, Overview:

Core Text/Material:

Objectives:



Vocabulary



Daily Lesson Plans

Day 1: Introduction to Autobiography & Context

- Objective:
- Activity:
- Worksheet:

Day 2: Rhetorical Appeals (Ethos, Pathos, Logos)

- Objective:
- Activity:
- Graphic Organizer:

Day 3: Themes of Resistance & Justice

- Objective:
- Activity:

Day 4: Turning Points & Catalyst Events

- Objective:
- Activity:

Day 5: Assessment & Wrap-up

- Objective:
- Task, Activity, Quiz: