Name Emily Mitchell_____

Lesson Plan Template

Lesson Segment Focus Injustice_____ **Lesson** _____2_____of_____3_____

Course & topic addressed _ELA Dystopian Societies_____ **Date**_____ **Grade**___8____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will define and recognize injustice. Students will illustrate knowledge about a topic they learned about within expert groups and discuss that knowledge with their home groups. Students will assess contributions in small group learning and compose questions and insights.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have already worked in groups, so they will practice their collaboration in addition to taking ownership of independent learning.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	24 students in total: 11 boys, 13 girls. 5 English Learners 2 hearing impaired 3 special needs 1 paraplegic who uses a wheelchair 14 come from impoverished neighborhoods, 10 are middle-class 9 students read at grade level 9 students read 1-2 grades below grade level 6 students read 3-5 grades below grade level

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**RL.8.9**: Analyze how a modern work of fiction draws on *themes*, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted. **SL.8.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. **SL.8.1.A**: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. **SL.8.4:** Present claims and findings, emphasizing the most important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **L.8.1**: Demonstrate command of the conventions of *standard English* grammar and usage when writing or speaking as appropriate for Grade 8.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Jigsaw (rompecabezas), Cooperative Learning, Expert (experto/a), Injustice (injusticia), Social Justice (Justicia social)

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	Hyperdocument for the Jigsaw activity (with resources) Access to the hyperdoc from the day prior as a reference for further learning Graphic organizer with prompts to help students get started.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Jigsaw Hyperdoc, Smartboard, computer, graphic organizer for note taking
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Computer/iPad to view and complete Hyperdoc

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	**Introduction**: Introduction to the Cooperative Learning Method we will use	Students will be split into three Home Groups based on my careful consideration done prior to the class period. I will explain the Jigsaw method using this brief video: https://www.youtube.com/watch?v=R2mfZLcdonY
30 minutes	**Instruction:** Discussion to refresh students about prior information Student grouping and brief review of the activity Introduction to the learning resource (hyperdocument) Exhibition of gathered knowledge; practice notetaking and listening skills Class discussion to assess student learning Formative assessment	As a class, we will discuss what injustice means. The day before, students completed a hyperdoc about injustice, so this will be refresher to connect their learning and ensure that they absorbed the information the previous day. This will also allow student who were absent to catch up. After the discussion, the students will talk to their home groups about their own experiences with injustice if they are comfortable sharing. Then, they will view the hyperdoc for the Jigsaw activity. Students will move to their expert groups, view the resources provided, and take notes on a Jigsaw graphic organizer that I will give them. The graphic organizer will have spots for "3 things I learned in my expert group," "3 things I learned from my Jigsaw group," and "either something cool I learned from the class discussion or a question I still have about the topic." After the expert groups have had enough time to gather information and practice a brief presentation, students will return to their home groups and give the presentation they prepared. In this presentation, the students will need to have one main idea and at least 2 supporting ideas to present to the Jigsaw group. This can be very informal, and the other members of the home group will take notes as the expert speaks.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Formative assessment to showcase student creativity and provide connection to contemporary topics (Twitter/social media)	Next, we will discuss what we learned as a class. I will prompt student learning by asking questions. This will be an opportunity for students to ask questions about the topic that did not get answered or questions that presented themselves as they started to research. Each student will be required to share either a) one thing they thought was cool about the topic or b) one thing they are confused about. If students do not want to speak, they can write it down and give it to me. As a group, students will create their own tweet: they will need to define a term they learned or briefly explain the real-world event that inspired literature in 280 characters or less.
10 minutes	**Closure:** Formative self-assessment	Students will complete a self-assessment based on their involvement of the activity. I will also require feedback on Jigsaw itself and how the students felt about it.

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students. **Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	The two technologies I used in this lesson are Google Documents and YouTube. Google Documents are a wonderful online tool for students to use because it gives them the ability to share documents with their classmates in order to build comradery and collaboration within the classroom. As I saw in the Basic Tools project, Google Documents provide students with a rich technological experience without being as intimidating as Word. YouTube is a great tool as well when it is monitored. The platform offers tens of thousands of videos of all different content areas. By utilizing YouTube in a safe and educational way, I can model how students can be safe and smart on the Internet and find quality content within the platform.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Access to Google Translate Key vocabulary will be presented with Spanish translations ELL students will be paired with strong English speakers Ongoing buddy system – the 5 ELL students have "buddies" that they can ask questions, and they can ask me together if the buddy does not know I will utilize the sound field in the classroom for hearing impaired students Wheelchair-accessible desk for 1 student

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**	Explicit Instruction: explanation of Jigsaw, provided hyperdocument and graphic organizer Jigsaw Cooperative Learning: valuable to students because of the opportunities for peer tutoring in expert group and small group scaffolding for students who struggle with the concept Links on teacher website for further independent research

(All students who are not on specific plans mandated by federal and state law.)	

Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	X Formative /☐ Summative	Self-assessment after Jigsaw activity
	X Formative /☐ Summative	Class discussion after Jigsaw activity to see what students learned
	X Formative /☐ Summative	Create your own tweet

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	Developed by Elliot Aronson in the early 1970s in response to student socialization issues. Jigsaw allows students to collaborate and use their unique skills and talents to provide a diverse learning opportunity. "Since its inception, Jigsaw has become one of the most widely used models of teaching in the United States. It has also been the subject of hundreds of studies that indicate its effectiveness in the classroom," (Dell'Olio and Donk, 267). It has been proven that Jigsaw positively impacts student academic and social achievement.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
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