

Lesson Plan Template

Learning Segment Focus English Language Arts – Fictional Novels

Lesson _____ **of** _____ **Topic** Lord of the Flies **Date** _____ **Grade** 8

Student Outcomes

Specific learning objectives for this lesson.	TSW recognize elements of plot TSW provide historical context for a novel TSW identify style, tone, and mood and differentiate between the three. TSW analyze characters and their significance to the story. TSW classify themes in a major work.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	We will have already discussed plot, theme, and tone. Character analysis will be a familiar topic for the students.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.8.2 Examine a grade-appropriate literary text.</p> <ul style="list-style-type: none"> ● Provide an objective summary. ● Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts when applicable.</p> <p>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.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> ● one-on-one ● in groups ● teacher-led <p>with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Tone, Mood, Style, Elements of Plot, Theme, Literary Devices, Setting, Symbol, Motif, Context
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Academic Language Support

<p>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?</p> <p>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)?</p>	<p>Word Wall and access to dictionaries to ensure that all words on MWDS are familiar.</p> <p>Students are able to rely on peer support to complete the assignment.</p>
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Major Works Data Sheets, Specdrums
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Writing utensil, <i>Lord of the Flies</i> novel

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<u>Introduction:</u>	Students will receive the Major Works Data Sheet which can be found in this folder under “LOTF MWDS.” We will go over the MWDS and discuss the expectations. Students will most likely feel overwhelmed, so it is important to emphasize the importance of the MWDS and explain that help is always available. This is a low-pressure assignment, and I want students to have fun! I will explain that they can work in groups or alone.
	<u>Instruction:</u> Major Works Data Sheet for <i>Lord of the Flies</i>	Students will work in small groups or individually to complete as much of the MWDS as they can. They will have 30 minutes to complete what they can before we discuss as a class. In order to ensure that everyone is working, I will walk around the class and provide assistance when needed. After the 30 minutes is up, we will come back together as a class and discuss what we found (and what we didn’t). This discussion should take 10 minutes.

		During the discussion, I will take notes on my Rocketbook.
	<p>Closure: Preparation for class tomorrow</p>	For the final 15 minutes, the students will be asked to write a song using Specdrums! Each group will pick a topic on the MWDS (elements of plot, author biography, historical information, etc.) and make a song using the information they gathered in class today. They have the option to perform it live or record it to present to the class at the end of the week.

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 technology I used is a Rocketbook and Specdrums. The Rocketbook is for teacher use, but I would be happy to show my students and explain how beneficial they are! For this class period, I am using my Rocketbook to take notes during our class discussion to see how much each student is participating, who understands the material, and if all students are grasping the major components of the novel. I can erase the Rocketbook so that no student sees confidential information about each other. The Specdrums are for student use, and I know the students will love them! They will be able to integrate what they learned in class and synthesize it in a creative way. Because it is a group task, students who are shy can take on behind the scenes roles. Specdrums will be a great tool for student creativity and learning enhancement.
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Accommodations/Modifications

How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	Remediation for those who need it
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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? (All students who are not on specific plans mandated by federal and state law.)	Pre-filled MWDS for struggling students
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students’	X Formative / <input type="checkbox"/> Summative	Completed MWDS
	X Formative / <input type="checkbox"/> Summative	Song about one of the components of the

learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	novel using Specdrums
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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 .	
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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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>;
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>;
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