

Lesson Plan Template

Learning Segment Focus English Language Arts – *To Kill a Mockingbird*

Lesson _____ **of** _____ **Topic** Insight into Perspective **Date** _____ **Grade** 8

Student Outcomes

Specific learning objectives for this lesson.	TSW define and recognize perception. TSW determine perception and apply it to their lives and other literary works. TSW understand point of view in literature.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students are familiar with the text. Students have identified point of view in other literary works.
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).	<p>RL.8.2: Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i>. ● Determine a <i>theme</i> 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.8.6: Analyze how differences in the <i>points of view</i> and/or <i>perspectives</i> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</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> <p>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.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Perception, Understanding, Outsiders, Maturity, Deception, Point of View
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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? 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>PowerPoint presentation; pictures and comments from outside sources Offer time during and at the end of class to ask questions one-on-one, allow questions during lesson Access to dictionaries and Google Translate</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Computer, PowerPoint presentation, gum (for after the presentation; tie to Boo Radley)</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p><i>To Kill a Mockingbird</i> book</p>

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)
	<p><u>Introduction:</u></p>	<p>To get students warmed up, we will play a quick Kahoot! of the students’ choice. This can be about flags, movies, or any created Kahoot! on the website. I want my students to have fun and know that learning can happen without strictly thinking about English.</p>
	<p><u>Instruction:</u></p> <p>“Outsiders in <i>To Kill a Mockingbird</i>: Insight into Perception.” How can different points of view change your opinions? Where do we see various perceptions in <i>TKAM</i>?</p>	<p>We will begin our lesson with a PowerPoint. Students will be expected to participate in the discussion - this is NOT a lecture! While I will primarily be leading the discussion, students are expected to take notes at their discretion and answer questions I have in the PowerPoint.</p> <p>Major points: - Perception is dependent upon point of view.</p>

		<ul style="list-style-type: none"> - A change in perception is sometimes needed to see the deeper meaning. - The book is full of examples of point of view and perception. <p>(see full lesson attached in PowerPoint)</p> <p>Students will participate in a picture activity given in the PowerPoint. They will also answer various questions given throughout the lesson. This lesson will act as a Q&A that encourages deeper understanding and comprehension of the text.</p> <p>After the PowerPoint, students will be asked to create a Storybird account. They will then write a short story told from Boo Radley’s perspective. They can work on this after class has ended if they wish!</p>
	<p>Closure:</p> <p>Physical connection to Boo Radley and a reward for hard work!</p>	<p>Pass out gum to the students as Boo Radley did for Scout and Jem. Students can continue to work on their story, but if they are finished they will read silently.</p>

Technology Integration

<p>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.</p>	<p>The two technologies I have chosen are PowerPoint and Storybird. PowerPoint is a great tool for both teachers and students, and I think it’s important to show students how to use PowerPoint and all the options it provides. Storybird is a tool I found for the Online Tools project, and I absolutely love it. Students should write every day to gain practice, and Storybird is an asset for anyone who wants to become a better writer. By having students write from the perspective of Boo Radley, I am connecting their learning to their practice and allowing them to think in a different way.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i></p>	<p>A PowerPoint is provided to lead discussion- important quotations are emphasized and discussed. All students with IEPs will be accommodated accordingly.</p>
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LEP/ESL? (All students who have plans mandated by federal and state law.)	
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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.)	Scaffolding - build off previous lessons and discussion from previous classes
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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).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Class participation – in-class responses to prompted questions
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Storybird writing
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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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