

Name Emily Mitchell

Lesson Plan Template

Lesson Segment Focus Reading Comprehension

Lesson _____ of _____

Course & topic addressed ELA Dystopian Societies

Date _____ Grade 8

Student Outcomes

Specific learning objectives for this lesson.	Given a chapter of the novel <i>Divergent</i> , students will use questioning, predicting, clarifying, and summarizing to comprehend the continuing plot. In a group setting, students will examine a fictional text. Students will cite textual evidence to emphasize a claim.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have already been introduced to dystopian societies and literature. They have read the first 3 chapters of our novel.
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.8.1: 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>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.</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?	Clarify (aclarar), Summarize (resumir), Question (preguntar), and Predict (predecir)
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the	<p>Reciprocal teaching role cards</p> <p>Peer support</p> <p>Ongoing vocabulary wall for dystopian unit with Spanish cognates</p>
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<p>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>	
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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>Reciprocal teaching role cards, Smartboard, computer</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p><i>Divergent</i> novel, writing utensil</p>

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.
<p>5 minutes</p>	<p><u>Introduction:</u> Explanation Instructions and introduction to the model of teaching</p>	<p>To begin, students will have their <i>Divergent</i> novel on their desk. At this point, students will have read the first three chapters of the book independently. The class will be split into 6 groups of 4 based on prior knowledge of the teacher (strong readers with EL students, two students who always talk will be separated, etc.) I will project the article “HOW CLIMATE MIGRATION WILL RESHAPE AMERICA” by Abrahm Lustgarten onto the Smartboard so that every student can see it. I will introduce the students to the Reciprocal Teaching Model by telling them what it is and why I am using it. Students will understand that this model deepens reading comprehension. I will pass out the reciprocal teaching role cards and explain that everyone will have a role as they read independently.</p>
<p>40 minutes</p>	<p><u>Instruction:</u> Modeling the method to provide further clarification Practice: students will follow my model by using the resources given and their own knowledge</p>	<p>I will read aloud from the article as students follow along. As I read, I will model the steps of the strategy by summarizing what I read, clarifying anything I did not understand, developing a question I have about the reading, and predicting what will happen next. Students will be encouraged to ask their own questions and predict what they think will happen. After the students understand how to use the reciprocal teaching strategy, they will read chapter 4 of <i>Divergent</i> silently, using the reciprocal teaching role cards to refer to and guide their reading. Each group member will have a role: Questioner, Clarifier, Summarizer, and Predictor. The students will all have a graphic organizer that has the “Fab Four” roles of reciprocal teaching. They will take their own notes as they read and fill in what others say as they present their ideas.</p>

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.
	Praise: I will provide positive feedback and showcase pride and appreciation for students' contribution	Next, we will reflect about how Reciprocal Teaching improved our comprehension: what the students liked about it and what they did not. Each student will write down one insight about the strategy (evidence of enhanced reading comprehension). They will share this insight with their group members.
5 minutes	Closure: Teacher judgement	Students will complete a peer and self-assessment on Google Forms. This way, students will not have to worry about their peers seeing their answers. At the bottom of the assessment, there will be a place for students to express any confusion or questions they had that they did not want to announce to the class.

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 chose are Google Forms and a Smartboard. I love Google forms because they are anonymous and give students the confidence to say how they feel. They will accurately gauge themselves and their peers because they are secure in the fact that I will be the only one to see their responses. A Smartboard is a crucial technology because it greatly helps those who are visually or even hearing impaired. With a smartboard, I can adjust brightness and sizing to accommodate all students and ensure that they have the proper learning environment to reach their full potential.</p>
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Accommodations/Modifications

<p>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.)</p>	<p>I will offer remediation for students who did not understand the lesson. I will provide resources for them to explore that can help deepen understanding. 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</p>
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Differentiation

<p>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.)</p>	<p>Explicit Instruction: modeling the Reciprocal Teaching Strategy (visuals provided), use of technology (Smartboard with enlarged text for visually impaired students; sound field system for hearing impaired students)</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include</p>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Completed “Fab Four” graphic organizers</p>
	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Reflection about Reciprocal Teaching (how it improved comprehension)</p>

type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Google Form peer and self-assessment
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Research/Theory

<p>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.</p>	<p>Developed by Annemarie Palincsar and Ann Brown This strategy breaks down four main components of reading comprehension and provides peer support and small group scaffolding to help students develop their comprehension skills. “By explicitly naming each of the reciprocal teaching strategies as we use them, we teach students to draw on them throughout the reading process,” (Lori Oczkus, ASCD Reciprocal Teaching). Students also practice their speaking and listening skills by working in a group setting and completing a task that benefits the whole group.</p> <p>Reciprocal Teaching: https://www.nbss.ie/sites/default/files/publications/reiciprocal_teaching_strategy_handout_copy_2_0.pdf</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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