

Name Emily Mitchell

## Lesson Plan Template

Learning Segment Focus English Language ArtsLesson \_\_\_\_ of \_\_\_\_ Topic Literary Elements and Literature Comparison Date \_\_\_\_ Grade 8th

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	TSW collaborate and challenge each other to read the most pages possible. TSW identify literary elements such as theme and characterization in a variety of texts. TSW demonstrate knowledge of vocabulary words in regard to their connotations and denotations. TSW compare two or more literary works. TSW develop an outline for a comparison essay. TSW organize thoughts in a clear and consistent manner.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	The students are familiar with fictional texts. This lesson will strengthen their reading comprehension abilities by requiring them to analyze more than one text. They will need to compare works of literature, which is something they have only practiced briefly.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	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 <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>RL.8.2</b> Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> <li>● Provide an <i>objective summary</i>.</li> <li>● 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.</li> </ul> <p><b>RL.8.3</b> 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><b>RL.8.4</b> 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 <i>tone</i>, including analogies or allusions to other texts when applicable.</p> <p><b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>W.8.2.A</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and <i>multimedia</i> when useful to aid comprehension.</p>
---	---

## Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Compare, Contrast, Summary, Literary Elements, Characterization, Dialogue, T-chart, Thesis, Main Idea, Connotation, Denotation
---	--

## Academic Language Support

What are the <b>Academic Language Function(s)</b> (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 <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	Word Wall for students to refer to as they work. Student choice - whether they want to create digitally or on paper. Use of technology to enhance student learning and expose them to a variety of learning platforms. Collaboration to provide unique perspectives and strengthen communication skills.
---	---

## Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, Internet access, Google Sheets, a creative app like Canva to create the tweet and make it visually appealing
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	iPads, Internet access, charted pages that have been read over the 3 week period

## 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)
5 - 10 minutes	<p><b><u>Introduction:</u></b></p> <p>Culmination of reading competition</p> <p>Data Gathering</p>	<p>Over the course of 3 weeks, students have been challenged to read the most pages/books that they can. Students were placed in groups of 4, and the 6 groups competed to have the most pages read. To ensure that students were actually reading, they had to summarize each chapter in one to two sentences.</p> <p>Today is our final day of the competition, and as an introduction, students will need to enter their page counts into a spreadsheet:  <a href="https://docs.google.com/spreadsheets/d/1GEvsPiZu_t6XacsYYyLLSXL9Yx_r6-bR8Ppk7DklPU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1GEvsPiZu_t6XacsYYyLLSXL9Yx_r6-bR8Ppk7DklPU/edit?usp=sharing</a></p> <p>After they have entered the numbers, they will create two graphs that showcase the data.</p>

	<p><b><u>Instruction:</u></b></p> <p>Discussion with group members</p> <p>T-chart creation - comparison</p> <p>Essay outline</p> <p>Teacher model</p>	<p>Next, students will discuss within their groups their favorite and least favorite books that they read. After the discussion, students will need to create a digital T-chart using school-provided iPads.</p> <p>On one side they will put their favorite book, and on the other, their least favorite. They will list important characteristics of each book: the characters, the setting, the genre, vocabulary words, literary elements, plot points such as the climax, etc.</p> <p>After the chart is completed, students will begin outlining an essay that compares and contrasts the two works of literature. They will discuss, in detail, the subjects they put in the T-chart in addition to their personal review/opinion of the book. They are more than welcome to collaborate with their peers to generate some ideas. I will walk around the room to offer assistance.</p> <p>To model, I will follow along with the students to create my own T-chart and outline.</p>
	<p><b><u>Closure:</u></b></p> <p>Formative assessment</p>	<p>Students will be asked to develop a thesis statement/main idea for their essay. They will craft it in the form of a tweet, meaning they need to do it in 280 characters or less. They can make this digital or on paper, and it will need to be visually appealing. They will turn it in as their exit slip so I can review them and offer feedback.</p>

### Technology Integration

<p>Provide your <b>rationale</b> for your technology choices that accurately reflects those choices within your teaching context. <b>Identify</b> what technology(s) you are using as part of your lesson plan. <b>Describe</b> how the use of technology aligns to your learning objectives, content standards, and central focus. <b>Explain</b> how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). <b>Specify</b> how the technology selections meet or exceed the needs/strengths of all students. <b>Justify the “fit”</b> of chosen technologies,</p>	<p>The use of Google Sheets exposes students to an online, easy to use platform for gathering data. School-provided iPads allow for equal opportunity for all students and gives the user creative freedom when creating the T-chart or tweet. Using a familiar platform like Twitter allows students to connect their learning to the real-world and offers a contemporary spin on an otherwise boring assignment.</p>
--	---

showing how the content, instructional strategies, and technology “fit” together.

### 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.)

Internet access for research as well as constant access to the teacher  
 Students who need to be closer to the front due to eyesight or hearing will be placed there.  
 English Learners will be grouped with strong English speakers.  
 Sound fields will be used to accommodate our hearing-impaired students.

### 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.)

Explicit instruction of what is to be expected in addition to explicit teacher modeling  
 Constant surveillance and quick recognition of struggling students  
 Provided examples of thesis statements  
 Collaborative group work

### 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

Google Sheets

X Formative / ☐ Summative

T-chart comparing two works of literature

X Formative / ☐ Summative

Thesis statement 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**.

### 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; http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA>

Updated 12-12-20 NLC

[/Resource12.pdf](#); <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;  
<https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>