

Lesson Plan Template

Grade: 10th		Subject: English	
Materials: Hand Outs (Reading questions and reading packets)		Technology Needed: Power point	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language). RI.1 Read closely to comprehend texts of grade-level appropriate complexity: a. Determine what the text says explicitly and implicitly.		Differentiation Below Proficiency: The only differentiation provided for students taking the Aspire test is the opportunity to take it alone in another room. On this standardized test, there are no other accommodations for different learners. To make this learning experience more beneficial to students, the situation will be as close to a real experience as possible Above Proficiency: Approaching/Emerging Proficiency: Modalities/Learning Preferences: For the interpersonal learners , I allow time for students to talk with each other about answers and their thinking process. This will provide an opportunity for them to vocalize their thoughts, talk through any confusion, solidify through speaking what they have learned, and work with others on the learning. Intrapersonal learners will also have a chance to work alone for most of this lesson, both as they take the test, and when the slide provides the answer and they do not need to turn and talk. To reach the visual learners , I will have answers, comments, and agendas on the projector so that they can follow along with each slide, reading and seeing what I am saying.	
Objective(s) The learner will will have an opportunity to practice reading passages and answering reading comprehension questions in a timed manner. The learner will begin to apply good test taking strategies as they complete two timed tests. The learner will be able to demonstrate their level of understanding by evaluating between answers and choosing the appropriate ones. Bloom’s Taxonomy Cognitive Level: Understand, Apply, Evaluate		Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their assigned seats, but they will be asked to turn and talk to their neighbor at various points in the review sections.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in their assigned seats, but they will be asked to turn and talk to their neighbor at various points in the review sections.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to raise their hands before answering a question.	
Minutes	Procedures		
3 min before class starts	Set-up/Prep: Pass out three-part packet to each student (both stories w/ visual representation and the test questions) Be sure each student has a working pen/pencil		
2 min	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Introduce myself and explain what I will be doing. (Yesterday you learned.... Today we will get to put that in practice. For the Aspire test, you will take a reading portion- and we will be doing that today- cold reads, with a review of the answers after each section) They can correct their own answers on their papers as we go along so they can reference it later.		
3 min	Explain: (concepts, procedures, vocabulary, etc.) Let’s review what we learned yesterday (page 1 of the slide: test-taking strategies) Provide overview of the segments (10 minutes timed for first part of exam, time for review/questions/corrections, 20 minutes for next part timed, time for review)		

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	<p>Go over good test taking strategies (slide 3) I will give time reminders when there are 5 minutes, 2 minutes, and 1 minute remaining in the test.</p>	
<p>41 min</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>10 minutes first timed test 7 minutes of explanation (slides 6-14) 1 minute transition to next section- provide directions (slide 15) 15 minutes second timed section 8 minutes of explanation for second test (slides 17-27)</p> <p>Slide 28 with writing prompt question 23 for discussion if extra time at the end.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>If there is any time left, I will use it to reiterate/review/summarize what we have learned today.</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Several slides do not provide the students with answers or explanations, instead, I ask the students to provide this information after a discussion with their peers. This will help me see how much they understand and are able to explain. I will also ask students questions throughout the lesson to gauge understanding of the content; for example, asking students how they arrived at their answer.</p> <p>Consideration for Back-up Plan: If the projector doesn't work, I will just tell the answers to students off my corrected sheet. If we have extra time at the end of class, I have prepared an extra slide from another test question that we will discuss for the remainder of class. If we run out of time, I will just provide correct answers for the last few questions, rather than have students discuss each answer.</p>	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.: The Aspire test, in some ways, will be the end determiner of the student's learning throughout the study/practice days.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): In this lesson, I was very glad that I decided to include "turn and talks" before I provided every answer. I think this time allowed for the deepest growth; it was interesting to hear students discuss with each other, and it gave me time to touch in with the quitter students and help them reason through the answers. In fact, I would change this lesson to allow for more time to work through the answers, as that seemed to be where students really struggled. It was hard to see some students falling behind and not understanding the explanations. However, there were also students who were bored by the easy content. Maybe I could prepare "teams" or even groups of two's, separate the students out and have them work with each other. In this way, the students that were excelling could assist students who struggled.</p>		